



EYFS: Understanding The World

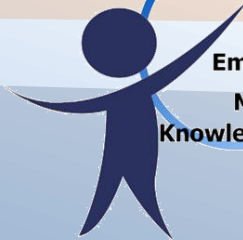
Overview with links to

GEOGRAPHY



ALLANSON STREET

Challenging
Inclusive
Purposeful
Empowering
Memorable
Knowledge-rich



When planning our curriculum, we thought about how this area of learning would be challenging, inclusive, purposeful, empowering, memorable and knowledge rich.



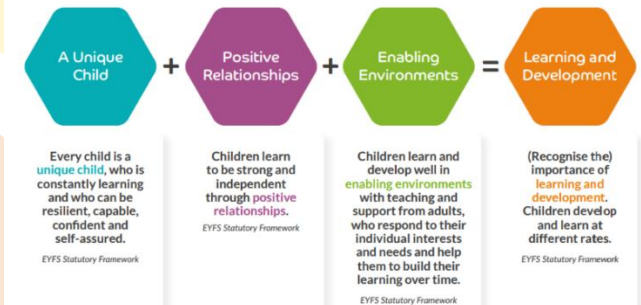
Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



When considering lessons, challenges, and curriculum coverage, we used the Development Matters to help support us in our decisions of what to teach and when.



These are the four overarching principles of EYFS which shape our early years practice at Allanson Street Primary School.

Understanding The World



Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Statutory Educational Programme

Knowledge From Books



Our Early Years curriculum is planned and organised to allow children to learn new knowledge and skills which are then revisited to allow children to apply their knowledge and skills in new ways.

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Statutory framework for the EYFS

EYFS GEOGRAPHY Overview




Allanson Street Primary School- Early Years Foundation Stage Curriculum Map – GEOGRAPHY

Nursery HT1

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child’s development of skills and understanding in Geography - developing skills and knowledge about where they live and how they travel to school, developing understanding of different places, talking about places that they have been. They will explore different places through stories and photographs and develop understanding of features of the environment. These skills are promoted and supported by the Early Years team.

During Autumn 1, Nursery will focus on **Starting school/Me & my family**. Through planned enhancements in continuous provision, the children will develop their geography skills. The activities may include:

- Make observations about their local environment - Nursery both indoors and outdoors.
- Looking at different homes, comparing features.
- House building - construction toys (linked to 3 Little Pigs)
- Introduction to maps – using variety of road mats in small world play.
- Interactive Globe – finding information about where we live.
- Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow.
- Explore directional language e.g. next to, in front of, behind.

	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic: All About Me (HT1)	1	Where is home?	Recognise some similarities and differences between houses from around the world	Home House Roof Cottage Caravan Hut Farm	Show different images of homes from around the world – do the children know what they are? Have they ever seen any homes like that? Which type of home do they live in? Have a discussion on what do all the homes have? Roof, walls, floors, rooms – what rooms do they have? Children to draw their dream home and discuss what they would like in their house. Adults to annotate with children’s comments and ideas		Maps in provision – small world Children people in small world Walks to explore school environment.
	2	Where is my school?	Draw information from a simple map	Garden Road address	What is our school called? What road is it on? Show images of the classroom/outdoor area – can the children identify what part of the classroom they are. Show the pre-drawn map of the classroom with a few areas already drawn in for the children to identify later on – where are the windows? Doors? Carpet areas? What area is next to the carpet area? How do we know? Model drawing on each area with a symbol/picture to show. Key Questions: what is next to....? If that is the___ what is next to/behind/in front of? If I wanted to go to the reading area from the door, how would I get there? Children to have a go at plotting on different areas of the classroom onto pre-drawn layout. Adults to annotate quotes from children on map and children to have a go at writing labels (if they can)		Make a class map of school grounds with physical features – climb to top of nursery climbing frame to get bird’s eye view. Let’s build a house (link to Geography - homes across the world).

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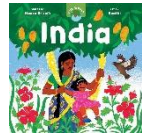
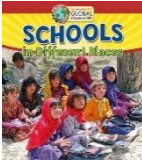
Nursery

Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of **these experiences are planned and accessed within provision**. Each week, enhancements are used to support child's development of skills and understanding in Geography - developing skills and knowledge about where they live and how they travel to school, developing understanding of different places, talking about places that they have been. They will explore different places through stories and photographs and develop understanding of features of the environment. These skills are promoted and supported by the Early Years team.

During Autumn 2, Nursery will focus on **Autumn and Celebrations**. Through planned enhancements in continuous provision, the children will develop their geography skills.

The activities may include:

- Make observations about their local environment - Exploring Forest school environment as part of Autumn Walk.
- Interactive Globe – to find out more information about countries – linked to celebrations.
- Developing understanding of environments - using materials to create different environments (Small World)
- Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow.

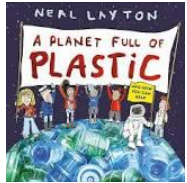
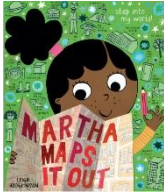
	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic: Celebrations and Autumn (HT2)	1	What is life like in India?	Recognise some environments that are different to the one in which they live.	Country India Mountains Jungles Deserts	Recap on the story of Rama and Sita. The characters from this story are from a different country. Watch Video about India – children to look at what is different in that country https://www.bbc.co.uk/programmes/p0114qyl Discuss what the children saw? What were the people doing? Do we do that in our country? What did they see? Do we have that in our country? Children to work in groups and discuss how India is different to our country looking at photos of India. Adult to write on post it notes quotes from the children which say how India is different.		Trip to Delamere Forest Artifacts or objects related to India for children to investigate
	2	Is school the same in every country?	Recognise some similarities and differences between life in this country and life in other countries		School life in India. Recap on previous lesson about India – what was India like? Today we are going to see what school is like for children in India. First talk about our school – what happens in school, what do we wear? How do we get to school? What do we do in school? What is the building like? Compare similarities and differences to school life in India and England. Watch video https://www.bbc.co.uk/programmes/p0113zg5 Whole class to role play being in an India School – Children to stand up in lines, hands behind back, sing song from the song back and read adults to read news. How did the children feel? Did they enjoy that? Which school would they like to go to – children to vote by moving to different sides of the carpet and adult to ask children to give reasons.		Build their own Indian school in small world – what would they put in it? Maps showing features of India and Great Britain

EYFS GEOGRAPHY Overview



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<p>Nursery</p> <p>(HT3)</p>	<p>Within Nursery and Reception, the children are exposed to many new experiences. In Nursery, most of these experiences are planned and accessed within provision. Each week, enhancements are used to support child’s development of skills and understanding in Geography - developing skills and knowledge about where they live and how they travel to school, developing understanding of different places, talking about places that they have been. They will explore different places through stories and photographs and develop understanding of features of the environment. These skills are promoted and supported by the Early Years team.</p> <p>During Spring 1, Nursery will focus on Winter. Through planned enhancements in continuous provision, the children will develop their geography skills. The activities may include:</p> <ul style="list-style-type: none"> - Interactive Globe – to find out more information about Polar animals. - Developing map skills - Adding features to road map drawing - Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow.
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#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:	
<p>Reception</p> <p>Topic: Our World/ Winter</p> <p>(HT3)</p>	1	How can we save the planet?	To know what recycling is. To know why we recycle. To know how to recycle.	Recycle, reuse, reduce, pollution, plastic, ocean, planet, Earth, map, town, place, country, England, road, house.	<p>What is recycling.. why we do it... show video https://www.youtube.com/watch?v=-o01_2GTIQQ and talk about what we do in St Helens to recycle to look after the planet. Does everyone have these at home? What things go into them? Show the children a range of different recyclable items, talk about what they are made of, what is made out of the same material? If they are made out of the same material they are recycled in the same bag.</p> <p>Children play recycling game – children in teams and to be given different items to recycle, adult to say blue, pink, green, black, first team to put the right item in the bag, can recycle their item. Winner is the first team to recycle all their items</p> <p>Provision – Recycling role play – children to role play a recycling centre</p>		<p>Visit transport museum</p> <p>Put leaflets and information from Transport museum out</p> <p>Saints players come in</p>
	2	What do you know about St. Helens?	To know St. Helens is the town they live in. To know some places that are in St. Helens.		<p>Show children photos from the St Helens area. Have they seen them before? Where are they? Have they been there? Go through different pictures around St Helens, talking about the purpose and reason for them. Why they are special to St Helens.</p> <p>Children to create a poster for the Aliens, telling them to come back and visit St Helens.</p>		<p>Maps and aerial photographs of school and surrounding area</p>
	3	Can you find our playground?	- Draw and discuss information from a simple map - Locate features of a map.		<p>Show bird’s eye view of school – what is it? What can they see? Explain that this is a photograph taken from above the school, like a bird looking down. This is what they would see. Talk about the different features, what could they be, talk about position of things on the map and how it can help us to find other things.</p> <p>Post it notes with comments added to map.</p> <p>Children to work with an adult to label different features of the map they can see using post it notes.</p>		<p>Recycling role play area</p>

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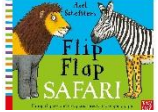

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Nursery

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During Spring 2, Nursery will focus on **Plants and life cycles**. Through planned enhancements in continuous provision, the children will develop their geography skills. The activities may include:

- Make observations about their local environment – visit to an allotment
- Exploring different landscapes – desert, Polar, Rainforest – linked to plants

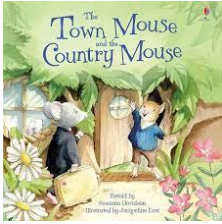
#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	Can a polar bear play with a lion?	Look at the globe and map of the world and plot where animals you study (see at the zoo) are from. Recognise some similarities and difference s between life in this country and life in other countries	Habitat Environment Farm Zoo Wild Fish Mammal Bird Fins Beak Wings Fur	Ask the questions, ‘Can a polar bear play with a lion?’ Children to discuss what this means. Think about what they eat and where they are from. Could they be friends? No. they live too far away from each other. One from North Pole and the other in Africa. What about the type of place they live? Hot? Cold, Rainy? etc. Talk to the children about animals that live in the ‘wild’ and animals that live in captivity. What animals live in the wild in the UK? Make a list on the board , draw animal next to it. Clear any misconceptions in terms of animals seen in the UK that live in captivity. Compare these to animals that live in hot and cold places on the planet, elephants, whales, penguins, giraffes, koala bears. Have a discussion about the type of places needed for these animals – need for hot weather etc. Children to use a map to discuss where animals may be from based on weather and knowledge of animals. Children to cut out different images of animals and stick onto map where they will live.	 	Visit to Blackpool Zoo Put maps out of Blackpool Zoo in small world Different environment backdrops in small world for animals Gates and fences in small world
	Can you create your own zoo?	Draw information from simple map Draw own map and explain choices		Show map of Blackpool Zoo after trip. Talk about how the map is drawn – images for animals, lines for the paths showing how to get round, enclosures for the different animals. Ask questions to see if the children can read the map. What animal is next to the..., how do we get from the to the? Which animal is the first animal you see? Which animal is in the middle of the water? Adult to model how to draw a map for their own zoo, making sure they are thinking out loud and showing process to the children. Eg. I want to have ... where can they go? I don’t want.... To be next to Because? Children to create their own map for their own zoo.		

Reception
Topic: Animals
(HT4)

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<p>Reception</p> <p>Topic: Traditional Tales (HT5)</p>	<p>#</p>	<p>Lesson:</p>	<p>Objectives</p>	<p>Vocabulary:</p>	<p>Input:</p>	<p>Book link:</p>	<p>Possible Continuous Provision ideas:</p>
	<p>1</p>	<p>Have you ever seen a Gingerbread house?</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Town Forest Grass Shrubbery Cottage Field Pathway pavements</p>	<p>Show images of Urban settlement and rural settlement – what do you notice? What is the same? What is different? Children to talk to partners and feedback their ideas. Adults to annotate images with ideas e.g. field, trees, pathway, roads, buildings, pavements, cars, transport.</p> <p>Ask the children to imagine they were in the urban settlement – what would they hear? Smell? How would they feel? – loud, busy, cars, people, food, footsteps,</p> <p>Ask the same question for the rural? Birds, quite, flowers, hear animals</p> <p>Children to choose urban settlement or rural settlement and draw their own house in that area. Children to label the different parts of the settlement with key words spoken about on carpet</p>		<p>Small world – trees, roads, objects to build houses/buildings with</p>

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During Summer 2, Nursery will focus on **Journeys**. Through planned enhancements in continuous provision, the children will develop their geography skills. The activities may include:

- Exploring different places – Visit to New Brighton and beach
- Journey maps
- Occupations – linked to transport and vehicles.
- Use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow.
- Begin to use directional language e.g. next to, in front of, behind.

	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic : Journeys/ Pirates (HT6)	1	Does St Helens have a beach?	Recognise some environments are different to the one in which they live in.	Beach Sand Ocean Sea Coast Shore Waves Tide Shingle Pebbles island	<p>Ask question – does St Helens have beach? TTYP – children to feedback to whole class. Why doesn't it have a beach? What is a beach? Area of land with sand or shingle that is at the edge of a body of water. Show children sand and shingle beaches – explaining that they are both beaches.</p> <p>Read book pointing out the different features of the beach with new vocabulary. Children to learn the new vocab – coast, island, sea, etc. Adults to discuss understanding with children. Discuss what you may do at the beach, why do people travel there? What is fun about beaches? Talk to the children about water safety, why is it important not to swim in the ocean.</p> <p>In groups, children to use different materials to create a large beach together – label with key vocabulary. Children to feedback to whole class their beach creation and talk about the different features of it.</p>		<p>Trip to the beach.</p> <p>Photographs of the beach visit</p> <p>Maps of the coast</p> <p>Information books about habitats</p>
	2	Where do you think the pirates want to go on holiday?	Recognise some similarities and differences between life in this country and life in other countries		<p>Recap the story – The Pirates who live Next Door – at the end of the story we don't know where the pirates go next? Where could they go? Where do people like to go on holiday? Show images of different environments where people like to go on holiday – desert, arctic, rainforest</p> <p>In groups children to take a different environment and research using Ipads/books what the environments are like – are they like St Helens? Why?</p> <p>Children to create a mindmap together with the different things the Pirates would need for that environment. Children to draw images and label.</p> <p>In groups children to feedback to the rest of the class their mind map with reasons for their choices.</p>		



Continuous Provision & Enhancements

What is Continuous Provision?

Continuous provision describes all of the different provision areas which are available for your children to use every day. Within each of these areas of provision there a **core range of resources** that children can use all of the time, throughout the whole year. EYFS staff at Allanson Street plan an effective continuous provision that involves a consideration of classroom layout and resourcing – this allows us to offer a breadth of learning possibilities.

Our carefully planned continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It also provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. The intention is that the continuous provision positively impacts children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

What are Enhancements?

Alongside the core range of resources, EYFS staff provide enhancements. These enhancements are **additional and not a permanent feature of the provision**. The enhancement could be linked to a specific learning intention, inspire children within an area linked to an interest or book, or provide opportunity for new learning. A Reception example linked to Understanding the World – while learning about where we live, children will have access to maps of the school. Children to use the map to locate places around the school and create a key to show their understanding.

Children can be found learning about ‘Geography’ (Understanding the World) in all areas of the continuous provision, indoor and outdoor. Children will have their knowledge and skills extended, developed, and revisited through class discussions, class stories and through provision in the investigation area.



Assessment and Planning Cycle

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.” – **Early years foundation stage statutory framework (2023)**

Assessments

Through their day-to-day interactions and observations, staff in Early Years are always assessing children’s abilities. We know that in order to best provide appropriate learning opportunities, practitioners must have a full understanding of the children in their care. Due to this, we spend lots of our time, in provision, engaged with the children.

It involves staff understanding children’s interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, staff make and act on their own day-to-day observations about children’s progress and observations that parents and carers share. **However, there is no requirement to keep written records in relation to this. Early years foundation stage statutory framework (2023)**

Statutory Assessments

At the start of Reception, eligible children are expected to complete the Reception Baseline Assessment (RBA), this should be completed within the first 6 weeks. This assessment is used by the DfE to measure progress to from the start of Reception to the end of Year 6.

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 17 early learning goals (ELGs), indicating whether they are:

- ‘Expected’ - meeting expected levels of development
- ‘Emerging’- not yet reaching the expected levels of development

The ELG’s are a statutory assessment and not how we plan our curriculum.

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child’s needs. Note the child’s strengths and areas for development.

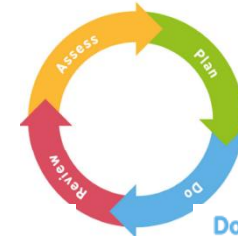
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan ‘outcome focused’ - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.



Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Recording Assessments

Although the statutory framework is very clear on judgements coming from the practitioner’s knowledge and not from physical evidence, our team find it useful to record initials of children who have not met a curriculum goal on the assessment doughnut. Allowing us to discuss them at our weekly planning meeting and plan how we are going to support them in achieving this goal.

Assessment Doughnut tool

