

EYFS: Understanding The World

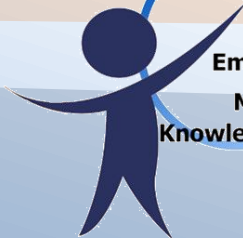
Overview with links to

HISTORY



ALLANSON STREET

Challenging
Inclusive
Purposeful
Empowering
Memorable
Knowledge-rich

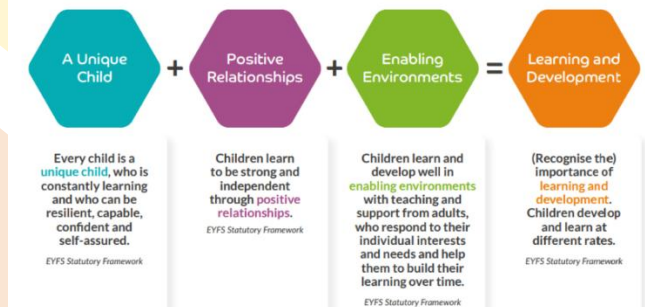


Department for Education

Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



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

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 HISTORY Overview



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



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 understanding of the world around them. Across the year, within provision, children will learn to **interpret, explore, investigate, classify, organise and compare**. These skills are promoted and supported by the Early Years team.

During Autumn 1, Nursery will focus on **comparing what babies could/couldn't do with what they can do for themselves now**. This will be through quality first teaching and planned enhancements in continuous provision.

Children are exposed to a variety of texts that help them to understand the past – clothing, words, characters, themes etc. Class timeline shows the history of the children's year in Nursery – events. Floor Book photographs are used to encourage children's recall of their learning. Vocabulary of time is modelled by staff and children are encouraged to use it in their communications (before, yesterday, last week etc).

Topic:
All About Me
Reception
(HT1)

#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
1	How is my family different?	<ul style="list-style-type: none"> - To talk about my own family and know how they are similar/different to others. - To use simple language that relates to the passing of time 	Mum, dad, son, daughter, family, families, growing, sister, brother, nan, grandad, grandmother, past, change, same, different, time.	<p>Using the text 'The Great Big Book of Families', discuss and explore how different families are. Talk about what family means and how families should treat each other. Discuss similarities and differences of families. Using the pictures of the children's family – share and discuss names we give to loved ones – sister, brother, mummy, mum, dad, daddy, father, etc. Discuss how people we live with are family but so are people who don't – discuss extended families i.e. grandparents – what affectionate names do we give them? Gran, grandma, grandmother, nanna, nan etc.</p> <p>Using a house silhouette frame, children to draw pictures (and label using word card) of their family members in the middle - discussing their connections and their home.</p>		<ul style="list-style-type: none"> - Small world families. - Constructions – old style houses and new style houses. - Familiar objects from the past – i.e. telephone in home corner. - Investigation station with old familiar objects.
2	How have I changed since I was a baby?	<ul style="list-style-type: none"> - To fit people/events (3-5) onto a chronological framework - To talk about my own family and know how they are similar/different to others. 		<p>Read the book 'A Growing Story' discuss what's happened to the boy and the living things around him. Every living thing grows and ages. Discuss the physical different between the children and the adult.</p> <p>Show the children images of the teacher/TA when they were at different stages of their lives can they children order them from the oldest to the the most recent to create a time line. Model discussing each image and the rationale of how I know – can the children support this.</p> <p>Children to create their own time line of images from baby – toddler – to now.</p>		



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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic: Celebrations (HT2)	1	Why is the poppy a special flower?	<p>To know that events of the past have impacted celebrations and events today. - Significance of events and people</p> <p>To begin to identify ways in which the past is represented through artefacts, photographs and stories – Historical interpretation</p>	Celebration, poppy, remembrance, Guy Fawkes, Gun powder plot, soldier, past, Bonfire Night, Houses of Parliament,	<p>Adult to show the picture of a poppy. Why are poppies even more special around this time of year? Have you seen that adults and children are wearing poppies on their jumpers and coats? Have you seen poppy wreaths around town or in flower gardens? Explain that the poppy is symbol to represent all the people who lost their lives a long time ago due to war. We wear the badges to show that we haven’t forgot about the soldiers who died in the wars. Explain why the poppy is used. Explain that this is a tradition and that people have done this for a long time, well before we were born. Children to sit through a two-minute silence to show respect. Children challenged to create a poppy in provision – through artwork, LEGO, drawing, collaging etc.</p>		<p>Provision set up to allow children to create poppies and discuss their meaning – i.e. red and black LEGO out, paint available.</p> <p>Firework pictures – paint with straws.</p>
	2	Why do we have Bonfire Night?	<p>To know things were different in the past and know things happened before I was born.</p>		<p>Ask the children about the celebration of Bon-Fire Night. How do they celebrate it? With fireworks? With toffee apples, bonfires? Spending time at a firework display show? Ask the children why they think we celebrate this celebration? Explain that Bonfire night is celebrated every year on the 5th November. Read the story of The Gun Powder Plot, discussing how we know this happened a long time ago? Discuss clothing, who is king, no cars? No lights? Explain how the events link to how we celebrate today. Challenge the children to order the events of the Gun Powder Plot.</p>		



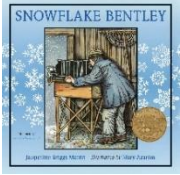
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Nursery

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During Spring 1, Nursery will focus on **Discussions around children’s experiences of celebrations – immediate history – Christmas**. This will be through quality first teaching and planned enhancements in continuous provision.

Children are exposed to a variety of texts that help them to understand the past – clothing, words, characters, themes etc. Class timeline shows the history of the children’s year in Nursery – events. Floor Book photographs are used to encourage children’s recall of their learning. Vocabulary of time is modelled by staff and children are encouraged to use it in their communications (before, yesterday, last week etc).

	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic: Our Planet (HT3)	1	How has the camera changed?	<ul style="list-style-type: none"> - To answer ‘how’ and ‘why’ questions . - To ask simple questions about artefacts. -To know that some things are from the past and were used before I was born. 	Past, change, develop, camera, Apollo 11, rocket, space, astronaut, moon, Earth, Neil Armstrong, Michael Collins, Buzz Aldrin, Saturn V,	Recap/read the story ‘Snowflake Bentley’. Discuss his work and how it was his passion. Ask the children about using cameras and taking pictures? Do we like taking pictures? Do any of the children have cameras at home? How do you view those pictures? Does this camera look like one we would use today? What would we use? Ipad, phone etc. Discuss the differences of having to wait to develop the pictures and see if it was a ‘good’ one. Talk to the children about the development of technology and how cameras like these are used now as we have much better ones that are more detailed and easier to check.		<ul style="list-style-type: none"> - Items in provision from the past. Can the children talk about what they are and what they were used for. - Disposable cameras to take pictures and wait to develop them.
	2	Have we ever been on the moon?	<ul style="list-style-type: none"> - To know that events of the past have impacted celebrations and events today. - Significance of events and people 		Groups of children to go with an adult, into provision to take pictures which they will not be able to see until the photos are developed. Discussions on how many photos you can actually take? With a digital camera you can takes thousands. On a disposable camera you may only get 20 – 30.		



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During Spring 2, Nursery will focus on **language of time as children observe growth of plants and life cycle of butterfly**. This will be through quality first teaching and planned enhancements in continuous provision.

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Reception Topic: Animals (HT4)	1	What ever happened to the dinosaurs?	- To know that ways in which the past is represented through artefacts, photographs and stories	Extinction, dinosaur, extinct, fossils, Easter, tradition, egg, past, palaeontologist,	Talk to the children about animals. What animal is their favourite animal? Discuss the word ‘EXTICTION’ and what that means for animals. Can the children think of any animals that are extinct? Discuss sabretooth tigers, megalodons and dodo birds as examples of animals that existed but became extinct. Discuss dinosaurs – what they are, where they are and how we know that they actually existed? Discuss the fossils which prove they existed. Children to become palaeontologists and work together to find out which dinosaurs match the bones.		<ul style="list-style-type: none"> - Fossil digging area. - fact card writing. - small world dinosaurs. - classifying dinosaurs into carnivores, herbivores and omnivores. -Outdoor dinosaur hunt.
	2	Have you ever been on a real egg hunt?	- To know that events of the past have impacted celebrations and events today. - Significance of events and people		Discuss the celebration Easter – recap on the traditions. Explain that the traditions have slightly changed as time has passed. Things were different when grandparents were younger. Talk about the Egg hunt that they go on? What do we collect? Eggs! Discuss that many years ago, the tradition was to go on a REAL egg hunt and not chocolate. Look at the pictures of egg hunts from the past. What do we notice that’s different? (clothes, real eggs), What is the same? (community, egg collecting, fun). Children to go on a real egg hunt on the field and compare to the past.		



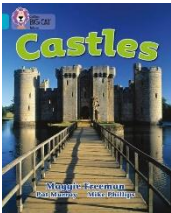
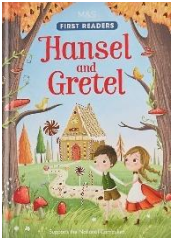
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During Summer 1, Nursery will focus on **Similarities/differences in farm machinery now and from the past**. This will be through quality first teaching and planned enhancements in continuous provision.

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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic: Traditional Tales (HT5)	1	Could you ever live in a castle?	I am beginning to identify ways in which the past is represented through artefacts, photographs and stories – Historical interpretation	Castle, home, fortress, drawbridge, turret, walls,	Recap on our learning of homes, and how people live in different homes. Talk about how in many fairy tales and stories from the past, the kings, queens, princess and princesses live in castles. Talk about how this is one reason we know that this is set in the past. Show pictures and features of castles and talk about their uses and how this compares to homes now. If castles are lived in, they don’t use turrets and drawbridges to keep enemies out etc. Talk about what castles were used for and how they didn’t have radiators etc.		Small world castles, Creation station to have a castle challenge. Investigate clothes.
	2	Why didn’t Hanzel and Gretel have a warm coat like us?	To answer ‘how’ and ‘why’ questions . - To ask simple questions about artefacts. - I know some similarities and differences between the past and now.		Read the story of Hansel and Gretel. Ask the question – ‘When did this story take place?’ How do we know it is set in the past? What clues from the images and the story can we use to work it out? Did they have phones? Did they have cars? What about their clothes? Discuss the change of clothes and how we don’t wear clothes like this anymore. Ask the children if anyone would like to dress in the clothes at the front. Children to look at photographs of clothes from the past and present and decide based on the pictures whether they are past or present – justifying their answers. Children can label the items.		



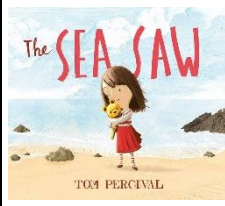
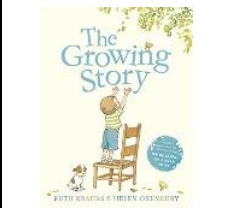
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During Summer 2, Nursery will focus on **Similarities/differences in vehicles now and from the past**. This will be through quality first teaching and planned enhancements in continuous provision.

Children are exposed to a variety of texts that help them to understand the past – clothing, words, characters, themes etc. Class timeline shows the history of the children’s year in Nursery – events. Floor Book photographs are used to encourage children’s recall of their learning. Vocabulary of time is modelled by staff and children are encouraged to use it in their communications (before, yesterday, last week etc).

	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception Topic: Journeys/ Pirates (HT6)	1	How has visiting a Beach changed?	<ul style="list-style-type: none"> - I am beginning to identify ways in which the past is represented through artefacts, photographs and stories – Historical interpretation - I know some similarities and differences between the past and now. - I can identify some similarities/differences between ways of life at different times. 	Past, beach, promenade, beach hut, pirate, ship, journey, growth, suits,	Reread the story of ‘The Sea Saw’ and talk about the bear. How old do you think the bear is? How do you know? Who did the bear belong to? What happened to it? What happened to the main character while the bear was taken around the beach? Show the children pictures of the beach from the past and now. Explain that these images are from the past but how do we know? What is similar and different about how people went to the beach? What do we notice has changed? Compare the images as a class.		Small world – beach themed. Sand area – beach themed from the past. Investigation area – pictures and artifacts from our time in Reception – can they discuss them?
	2	How have I grown since starting in Reception?			Read the story ‘The Growing Story’ which we looked at, at the start of the academic year, ask the children about how they think they’ve grown? Discuss physical growth but personal too. What can we do now that we couldn’t do in September when we started? Watch a video of our time in Reception. Recap on previous events, special occasions and activities. What was their favourite time of year? What did they enjoy most about their time in Reception? Children to write a sentence and draw a picture of their favourite thing about Reception		



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 Winter and Snowflake Bentley, the children will have access to cameras from the past along with modern cameras, children can compare these on our investigation station. This will allow children to further develop their knowledge of the past.

Children can be found learning about ‘History’ (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

