



EYFS: Understanding The World

Overview with links to

R.E.

ALLANSON STREET

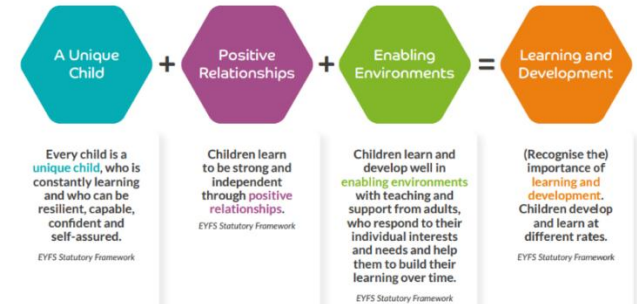
Challenging
Inclusive
Purposeful
Empowering
Memorable
Knowledge-rich



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.





Topic Title:	Topic: All About Me
Year Group:	

Nursery

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During Autumn term, Nursery will focus on **building friendships and understanding that we have similarities and differences. We will look at how our families are similar/different to other families. We will also focus on Celebrations – Hallowe’en, Bonfire Night, Diwali and 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 world – Celebrations and beliefs etc.

	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception (HT1)	1	What makes me special?	To know that they are unique To know that everybody is different and special in their own way	Mum, dad, son, daughter, family, families, growth, growing, sister, brother, nan, grandad, grandmother, past, change, same, different, time, special.	Read the Rainbow Fish story What made the Rainbow Fish special? Why didn't he want to share his scales? Do you think that is being kind? Why? Even though it can be difficult to share things, it is kind to share. The scales made him unique and special and we should share and talk about the things that make us special and different from each other. Sometimes when we share things we can find out about our friends. Using long pieces of ribbon, make two circles on the carpet for yes and no. Ask the children questions and they must move into the right circle Do you have brown eyes? Do you have blonde hair? Do you have any pets? Can you speak a different language? Do you have any brothers or sisters? Ask the children to discuss answers in the circle with an adult		Template of faces to create different unique faces Homes in the small world Characters in small world
	2	Who is special to me?	- 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		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. 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.		Family pictures displayed for discussions



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

Topic Title: **Topic: Celebrations/Autumn**

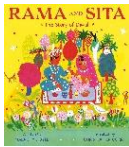
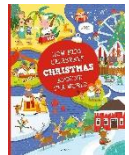
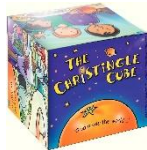
Year Group:

Nursery

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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception (HT2)	1	Why do some people celebrate Diwali?	Recognise that people have different beliefs and celebrate special times in different ways.	Celebration, past, Diwali, festival, diva, Tradition, Bonfire, Christmas	Explain to the children that the celebration of Diwali started a very long time ago. Way before we were born, before our grandparents were born. Read the story – ‘Rama and Sita – the story of Diwali’. Talk about Rama and Sita being important people in the celebration just like Jesus is for us at Christmas.		Clay for diva lamps Props to retell story
	2	How do people celebrate Christmas around the world?	Recognise that people have different beliefs and celebrate special times in different ways.	Christmas Christingle Decoration Advent	What do we do at Christmas? https://www.youtube.com/watch?v=TFsZy9t-qDc listen and dance to Rockin’ around the Christmas Tree – what things were the people doing in the video? Has anybody done any of those things yet? Put up Decorations etc? In carpet groups discuss what traditions are in England. Go through PPT to show what other countries do. KWG – to choose a country and act out a way they celebrate Christmas. Other groups have to guess which country it is		Diwali food to try Decorations for Diwali in home corner Decorations for Christmas
	3	What is a Christingle?	To know that Christingles are a Christmas tradition To talk about the meaning of some of the symbols		Why do we celebrate Christmas? Jesus was born. Where do people go to celebrate Christmas? Church, recap about advent – the time is getting ready for Jesus’ birthday. On one of the Sundays before Christmas at church people make a Christingle as a tradition. Go through the Powerpoint explain the different parts and what they represent. Children to create their own Christingle		Investigation area with images and books from different celebrations



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

Topic Title:	Topic: Our World/ Winter						
Year Group:							
Nursery	<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 understanding of the world around them. Across the year, within provision, children will be supported to develop positive attitudes about the differences between people. Adults will draw their attention to similarities between different families and communities. They will learn that there are different countries in the world and talk about the differences they have experienced or seen in photos These skills are promoted and supported by the Early Years team.</p> <p>During Spring term, Nursery will focus on - We will also focus on Celebrations – New Year, Chinese New Year, Pancake day, Easter, Mother’s Day and how people celebrate, focussing on similarities and differences. This will be through quality first teaching and planned enhancements in continuous provision.</p> <p>Children are exposed to a variety of texts that help them to understand the world – Celebrations and beliefs etc.</p>						
Reception (HT3)	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
	1	How did we spend Christmas and New Year?	To talk about experiences To discuss family traditions To compare different traditions that people have	Celebration, past, new year, festival, Tradition, Christmas Decoration Advent Lantern Dragon	Go through any pictures or videos sent through on Dojo in Carpet groups, children to share their experience and what they did. Recap on the traditions we talked about last term, did they do any of them? What was their favourite? Play yes no game – ask children questions about their time off, if they did it then move to yes side if they didn’t do it move to no side. Select children to talk about it more. In KWG – cut out and stick down images from the holidays and adults to annotate with speech/ let children write, if no pictures let the children draw a picture.		Display wellbeing posters to create discussions Trip to Chinese buffet restaurant/ restaurant experience in school with Chinese food
	2	How do people celebrate Chinese New Year?	To know how people celebrate CNY To compare it to other celebrations		Chinese New Year = What is CNY? Talk about previous celebrations we have spoken about – Diwali, Halloween, Bonfire night, Christmas. Show China on the globe and share key facts. Chinese New Year is celebrated all over the world. Watch BBC clip - https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-chinese-new-year-festivals-lunar-festival/zp993j6 Compare the CNY traditions – what have they seen before and what is special for CNY? Chinese New Year why is it celebrated– Watch the video_ The Race https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-chinesenewyearperformance During the video – ask the children to TTYP – which animal do you think will win and why? This year is the year of the Rabbit. Using birthday display talk about how some children are Roosters – 2017 and Dog 2018 Children to choose an animal from the story and create their own puppet. Use in provision to re-tell the story.		Chinese objects for children to investigate Photographs of China showing different landscapes



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

Topic Title: **Topic: Animals**

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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception (HT4)	1	Why does Mr. Wolf make pancakes?	- To know that Christians celebrate Pancake Tuesday aka Shrove Tuesday	Easter, Jesus, cross, new life, egg, Rebirth Mother’s Day, tradition, Shrove, pancakes, celebration,	Introduce the story of ‘Mr. Wolfs Pancake’ talk about what a pancake is? Does anyone remember how to make pancakes from last year? Read the story and discuss the events highlighting the ingredients. Children to help make a list of ingredients just like Mr. Wolf. Does in the story. Stop the story there. Explain that if Mr. Wolf is celebrating pancake Tuesday he must be a Christian. Talk to the children about these three ingredients and how traditionally these three things were given up for lent (the build up to Easter). Children to think about things they may give up for lent.		- Creating Easter Cards for grandmothers, nans etc. Home corner – objects to role play making pancakes
	2	How can we say thank you to our Mums?	- To know that Mother’s Day is celebrated as to say thanks for everything mums do.		Read the story ‘The Night before Mother’s Day’ Children to discuss what Mother’s Day is? Explain that it’s a special day for mothers and this includes mums, step-mums, grandmas, nans, grans, foster carers etc. Why do the children think we should give mums a special day? Make a list of things mums do to make us happy and look after us- Model writing. What can we do to say thank you? Discuss ideas and settle on creating a card. Model how a card could be created and how the insert will look. Children to create a Mother’s Day Card.		Small world – Easter characters
	3	Why do we celebrate Easter?	- To explore and experience the Christian Celebration of Easter. - To know some traditions looking and its significance.		Remind the children of the celebration of Christmas. Why was this so special? Who can remember the story of Jesus? Can we remember why he was special? Explain that Jesus grew up to be a man. Read ‘The Story of Easter’, discussing each part to them. Children to sequence Easter Story using 5 images, children to write a caption/sentence about the story or adults to scribe speech from the children		



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

Topic Title: **Topic: Traditional Tales**

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During Summer term, Nursery will focus on - **We will also focus on Celebrations – Eid, Father’s Day, St George’s day and how people celebrate, focussing on similarities and differences.** 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 (HT5)	1	Who is St. George?	Compare and contrast characters from stories, including figures from the past.	Saint Church Building Special Spire Tower Chapel	St. Georges Day - 23 rd April Show image of St George – who do you think he is? What do you think he did? When do you think he was alive? Talk about how we know from the images that George is from the past – his shield, chainmail, helmet. Read the story to find out about why he is special. Focus on the Morris dancing tradition Children to go into the hall to learn a tradition Morris Dance. Record video		Shields to design and make Biscuits to decorate with St George’s Cross
	2	Special places of worship?	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Flag Cross Knight Shield	Recap on different buildings spoken about this half term – castle, cottage Show images of different religious buildings. What do you notice? What can see? What do you think these buildings are used for? School? Do people live there? Explain that all around the world there are different buildings that are special to some people, they visit them for different special celebrations. Show the church, this is a building special in the Christian religion. Do you know when people would go here? Every Sunday, Weddings, Easter, Christmas, show images of people in Church during the celebrations – what can they see in the church		Morris Dancing Visit to local church



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

Topic Title:

Topic: Pirates

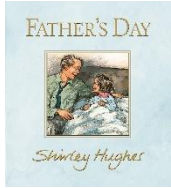
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	#	Lesson:	Objectives	Vocabulary:	Input:	Book link:	Possible Continuous Provision ideas:
Reception (HT6)	1	How can we say thank you to our dads.	To know that Father’s Day is celebrated as to say thanks for everything dads do.	Father Grandad Special	Read the story ‘ <u>Father’s Day</u> ’ Children to discuss what Father’s Day is? Explain that it’s a special day for Fathers and this includes dads, step-dads, granddads, uncles, foster carers etc. Why do the children think we should give Fathers a special day? Make a list of things Dads do to make us happy and look after us- Model writing. What can we do to say thank you? Discuss ideas and settle on creating a card. Model how a card could be created and how the insert will look. Children to create a Father’s Day Card.		Father’s Day card making Father’s Day gift making

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.

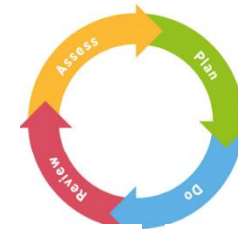
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

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

