

## Delves Lane Primary School Early Years Curriculum

### Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>On entry</b>	At DLPS children generally join us with an understanding of who their immediate family members are. They are at the early stages of exploring through experiences and trial and error of what happens with things around them. Everything is new and exciting and needs to be tipped out or turned upside down!					
<b>Observational check points</b>	Can children use words mammy, daddy to identify parents/carers? Can children recognise a picture of themselves next to one of a friend? Can they feel the difference between dry and wet materials?					
<b>2 Year Olds</b>						
<b><u>Past and Present</u></b> History	Children know they were once a baby and are growing.					
<b><u>People, Culture and Communities</u></b> Geography & RE	Children will make connections between the features of their family and other families.				Children will notice differences between people.	
<b><u>The Natural World</u></b> Science & Geography	Children repeat actions that have an effect.	Children explore materials with different properties.	Children explore and respond to different natural phenomena in their setting and on trips.	Children explore natural materials, indoors and outside.		
<b>On exit</b>	When leaving our 2's to join Nursery our children can talk about different members of their family in more detail and will understand they are getting bigger and older and are not babies anymore. They can spot themselves in photographs when self-registering and finding their trays. The children will be becoming confident when exploring materials inside nursery in all the areas of learning and in play outside using their senses to explore natural materials like sand, stones and sticks.					
<b>Observational check points</b>	Can children name the people who live in their house with them? Can children build with different materials (train track, blocks)? Can children identify an image that reflects the weather today and use single word e.g sunny, rainy? Can they notice differences e.g between brown hair and blonde hair.					
<b>Nursery</b>						
<b><u>Past and Present</u></b> History	Children begin to make sense of their own life-story and family's history.			Children can talk about past experiences e.g. our trip to the farm.		

<b>People, Culture and Communities</b> Geography & RE	Children show interest in different occupations.		Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		Children continue developing positive attitudes about the differences between people.	
<b>The Natural World</b> Science & Geography	Children will use all their senses in hands-on exploration of natural materials.	Children explore collections of materials with similar and/or different properties. Children talk about the differences between materials and changes they notice.	Children talk about what they see, using a wide vocabulary. Children explore how things work.	Children plant seeds and care for growing plants. Children understand the key features of the life cycle of a plant and an animal.	Children explore and talk about different forces they can feel.	Children begin to understand the need to respect and care for the natural environment and all living things.
<b>On exit</b>	When leaving Nursery, it is our goal that children have a basic understanding of how plants, animals and people grow and what they need to do so successfully. Children will understand that there are different countries and will be able to talk about some of the differences, for example the weather and lifestyle. Children will know what their 5 senses are and how they use them to explore materials and forces. Children will know who is in their family and how their family is different to others and will be developing positive attitudes towards people with differences.					
<b>Observational check points</b>	Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?					
<b>Reception</b>						
<b>Past and Present</b> History	Children can talk about members of their immediate family and community.		Children comment on images of familiar situations in the past.	Children can identify old and new buildings in the community for example the church and new houses.	Children compare and contrast characters from stories, including figures from the past.	
<b>People, Culture and Communities</b> Geography & RE	Children can talk about members of their immediate family and community.  Children name and describe people who are familiar to them.		Children recognise that people have different beliefs and celebrate special times in different ways.	Children understand that some places are special to members of their community.	Children recognise some similarities and differences between life in this country and life in other countries.	Children recognise some environments that are different from the one in which they live.

<p><b><u>The Natural World</u></b> Science &amp; Geography</p>	<p>Children understand the effect of changing seasons on the natural world around them.</p>	<p>Children can draw information from a simple map.</p>	<p>Children explore the natural world around them.</p>	<p>Children can describe what they see, hear and feel whilst outside.</p>
<p><b>On exit</b></p>	<p>It is our intention that children will leave Reception to enter KS1 with a good understanding that we are all different coming from different families and all having different beliefs. They will have a basic understanding of different faiths and why and how religions celebrate different occasions throughout the year. Children will have a knowledge of their community and how they can map this out. They will have inquisitive minds having had lots of opportunities to explore the natural world around them during all seasons.</p>			
<p><b>Early Learning Goals</b></p>				
<p><b><u>Past and Present</u></b> History</p>	<p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			
<p><b><u>People, Culture and Communities</u></b> Geography &amp; RE</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>			
<p><b><u>The Natural World</u></b> Science &amp; Geography</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			