



Statutory Guidance from the EYFS Framework for 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.

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
	Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1					
Potential Themes/ Interests of children	I can do it! Starting Nursery Special people (family, Key Person) Autumn	Food and Drink Colours Christmas Winter	Dinosaurs Night and Day Big and small animals	Spring On the Farm Favourite stories and songs Easter arts and crafts	Superheroes Out and about Minibeasts	Summer Transport and travel Water
Possible Celebrations & Experiences	Harvest Friendship month	Bonfire Night, World Food Day, Christmas Nativity, Diwali, Nursery Rhyme week (Nov)	Lunar New Year / Chinese New Year Big School's Birdwatch Storytelling week Pancake Day	Mother's Day, World Book Day World Sleep Day Easter egg hunt.	National Pet Month (April) Earth Day	Eat your veg day (June) World Oceans Day Father's Day
Suggested Texts – Fiction and Non- Fiction						

The 3 – 4-year-olds expectations in Understanding the world for reference. Where are children going?	Past and Present • Begin to make sense of their own life-story and family's history. People, Culture and Communities • Show an interest in different occupations • Continue developing positive attitudes about the differences between people • Know there are different countries in the world and talk about the differences they have experienced or seen in photos The Natural World • Uses all their senses in hands-on exploration of natural materials • Talk about what they see using a wide vocabulary • Explore collections of materials with similar and/or different properties • Explore how things work • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant or animal • Begin to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice					



	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
People, Culture and Communities Intent Vocabulary Implementation	Repeat actions that have an effect. Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with. Recognises key people in their own lives. Baby, toddler, child, young, old, laugh, smile, copy, action, clap, wave family, special, person, key person, names, smell, taste, look, see, touch, hear, turn, point, Autumn, special, people names, friend, comforter. Provide opportunities, both indoors and out, for toddlers to see people and things beyond the baby room, including the activities of older children. Display relevant stories that reflect children's interests and diverse backgrounds.	Develops a sense of belonging to their family and their key person. Recognises key people in their own lives. Is interested in photographs of themselves and other familiar people, animals and objects. Baby, toddler, child, young, old, laugh, smile, copy, action, clap, wave family, special, person, key person, names, smell, taste, look, see, touch, hear, turn, point, Autumn, special, friend, photo, animal names, people names, toys, soft toys, comforter, Christmas. Provide opportunities, both indoors and out, for toddlers to see people and things beyond the baby room, including the activities of older children.	Notices differences between people. Is interested in photographs of themselves and other familiar people, animals and objects. Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc). Baby, toddler, child, young, old, laugh, smile, copy, action, clap, wave family, special, person, same, different, similar, different, photos, picture, people/animal names, toys, soft toys, stories, comforter, smell, taste, look, see, touch, hear, turn, point, Autumn, Spring, Chinese New Year. Have positive images of people who are disabled, books and play materials	Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc). People and family names, look, find, watch, smell, touch, taste, hear, listen, story, Spring, names of animals, Easter, farm. Celebrate and value cultural, religious and community events and experiences. Continue to model positive attitudes between differences noticed.	Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc). Notices differences between people. People and family names, look, find, watch, smell, touch, taste, hear, listen, story, out, in, heroes, names of bugs, minibeasts, Summer, warm, same, different, photos, pictures. Support ecological habits in daily life e.g., recycling, helping wildlife, creating a habitat such as a bug hotel. Continue to model positive attitudes between differences noticed with people and animals/wildlife.	Make connections between the features of their family and other families. Is interested in photographs of themselves and other familiar people, animals and objects. Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc). Family, similar, same, different, photos, pictures, People and family names, look, find, watch, smell, touch, taste, hear, listen, story, out, in, Summer, warm. Support ecological habits in daily life e.g., recycling, helping wildlife, creating a habitat such as a bug hotel. Continue to model positive attitudes between differences noticed with people and animals/wildlife.

	Create photograph books of the children and their families that they can have access throughout the day. Help children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children.	Create photograph books of the children and their families that they can have access throughout the day. Help children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children. Celebrate and value cultural, religious and community events and experiences.	that reflect diversity and confront stereotypes. Help children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children. Ensure that each child is recognised as a valuable contributor to the group during singing and stories. Celebrate and value cultural, religious and community events and experiences. Model differences noticed in a positive way.			
The Natural World Intent Vocabulary Implementation	Explores natural materials indoors and outside. Moves eyes, then head, to follow moving objects. Reacts with abrupt change when a face or object suddenly disappears from view.	Smiles with pleasure at recognisable playthings. Explores materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.	Reacts with abrupt change when a face or object suddenly disappears from view. Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. Natural material names	Explores natural materials indoors and outside. Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.	Explores natural materials indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Closely observes what animals and people do. Is curious and interested	Explores natural materials indoors and outside. Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events.

Natural material names e.g. Conker, leaf, body parts, the 5 senses, object, point, look, follow, change, gone, mud, back, in, out, play, Autumn. Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore. Provide open ended play materials inside and outside e.g. treasure baskets for explorations of textures, sounds, smells and tastes. Encourage toddlers and young children to enjoy and explore the natural world such as standing in the rain with wellies and umbrellas, splashing in puddles. Encourage children to bring natural materials into the setting e.g. leaves and conkers.	Watches toy being hidden and tries to find it. Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. Natural material names e.g. Stick, brown, dead, brown, leaf, body parts, the 5 senses, object, point, look, follow, change, gone, back, in, out, play, mud, hide, bang, watch, Autumn, cold. Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore. Provide open ended play materials inside and outside e.g. treasure baskets for explorations of textures, sounds, smells and tastes. Encourage toddlers and young children to enjoy and explore the natural world such as standing in the rain with wellies and	e.g. Stick, brown, dead, brown, leaf, change, green, bud, body parts, the 5 senses, object, point, look, follow, change, gone, back, in, out, play, hide, bang, watch, Autumn, cold, wind, Spring, shake, hit, poke, feel, pull, push, turn. Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore. Encourage toddlers and young children to enjoy and explore the natural world such as walking through puddles.	Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. Closely observes what animals, people and vehicles do. Natural material names e.g. Stick, flower, leaf, change, green, bud, body parts, the 5 senses, object, point, look, follow, change, gone, back, in, out, play, hide, bang, watch, Spring, puddle, mud, rain, rainbow, farm, animal names. Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore. Encourage children to bring natural materials into the setting e.g. leaves and flowers.	to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. Watches intently where a minibeast has scuttled away under leaves/log Looks for dropped objects. Natural material names e.g. Stick, flower, leaf, change, green, bud, body parts, the 5 senses, object, point, look, follow, change, gone, back, in, out, play, hide, grass, mud, watch, warm, Summer, farm, animal names, minibeasts. Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore. Model curiosity and wonder at observing minibeasts and plants growing.	Explore and respond to different natural phenomena in their setting and on trips. Closely observes what people and vehicles do. Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. Remembers where objects belong. Matches parts of objects that fit together, e.g. puts lid on teapot. Natural material names e.g. Stick, flower, leaf, change, green colour names, body parts, the 5 senses, object, point, look, follow, change, gone, back, in, out, play, hide, grass, mud, watch, warm, Summer, farm, animal names, minibeasts, car, bus, boat, bike, water, seaside, ocean, names of sea life. Provide a wide range of materials to explore inside and outside – junk, fabrics, different texture, texture blocks, materials set at child height/easy access, tuff trays with sensory materials to explore.
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		umbrellas, splashing in puddles. Encourage children to bring natural materials into the setting e.g. leaves and conkers.				Model curiosity and wonder at observing minibeasts and plants growing. Model curiosity about finding things out and how things work.
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