



Subject : Understanding The World:

- Technology
- The World
- People and Communities

Links to: ICT, History, Geography, RE, Science

Term: Autumn, Spring, Summer

Characteristics of Effective Learning

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

ELG – Technology





Early Learning Goal: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.





ELG – The World

Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

ELG – People and Communities

Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.





 Vocabulary The World Technology	 Knowledge Children will know that... Development Matters 40-60	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
<p>ICT</p> <p>iPad</p> <p>Laptop</p> <p>Computer</p> <p>Programme: series of coded software instructions to control the operation of a computer or other machine.</p> <p>Click</p> <p>Mouse pad</p> <p>Drag: move (an image or highlighted text) across a computer screen using a tool such as a mouse</p> <p>Save</p> <p>Open</p>	<p>(Technology is used at home and school)</p> <p>Technology has many uses in our homes, our schools and the wider world.</p> <p>(Information can be retrieved from computers)</p> <p>Sound, movement or images can be found through technology.</p> <p>(Technology is used for a particular purpose)</p> <p>You can use different technology for the same outcome. At times you will only be able to use one resource for the purpose.</p>	<p>(How to operate simple equipment)</p> <p>That things happen when you perform an action using a piece of technology. Either using iPad, laptop or toys with knobs and pulleys.</p> <p>(How to complete a simple programme on a computer)</p> <p>That you can achieve effects through technology</p> <p>The order of a set of instructions is important if they want something specific to happen</p> <p>Certain equipment is the most suitable to use for a purpose.</p>	<p>Autumn term</p> <ul style="list-style-type: none"> iPads – experiment with during free flow play Phonic games to embed new sounds taught using an iPad or Laptop. Fine motor skills activities to encourage finger development in order to operate equipment. Listening station – use CD independently. A range of resources are available during free flow play to introduce ICT skills such as problem solving, making things move and work, eg; magnets, cause and effect toys. <p>Spring term</p> <ul style="list-style-type: none"> iPads to play memory games as part of Frosty and Frozen topic (find the Arctic animal) Use a Beebot, learn about forwards and backwards, moving onto left and right turns. A range of resources are available during free flow play to embed new skills, such as Beebots laptops during free flow play times. <p>Summer term</p> <ul style="list-style-type: none"> Programme a Beebot independently, use more than one instruction Purple Mash, whole class then independently. Use chrome books to develop skills ready for progression into Year One. A range of resources are available during free flow play to embed new learning and prepare for Year One, for example Chrome books.

 Vocabulary The World The World	 Knowledge Children will know that Development Matters 40-60 (Looks closely at similarities, differences, patterns and change).	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
Science, Geography, History Same: identical, not different Different: not the same as another Grow Change Living/alive: Continuing in living or use Elderly: an old or aging person Child: A young human being Toddler: A young child who is just beginning to walk Teenager: a person between 13-19 years old Adult: fully grown or developed Seeds Plant Environment: the surroundings or conditions in which a person, animal, or plant lives or operates. House Flat Bungalow Detached Semi-detached Terraced Mud hut Chicks Hen Grow	(Looks closely at similarities, differences, patterns and change). There are similarities and differences in relation to places, objects, materials and living things. Changes occur when we tend to living things. Environments may vary from one another. As we grow there are changes that occur that are the same for everyone and different for some. There are different terms for describing times throughout our lives. Water can be made into ice. Our houses and homes are built using some materials that are the same and some are different. Where we live is part of our local community. The food we eat enables our bodies to work. We describe young animals by their names. Plants and animals are grown on a farm that some people eat.	How to look closely at objects to find out more. How things change over time. That through discussion they can talk about and find out why things occur and how things change. That our actions can influence the natural world. What we need to do in order to help a seed/bulb/plant to grow. That different objects react to the environment differently, eg; trees throughout the seasons, objects that float and sink. That words are used to describe different stages of development. When water is made into ice it can be melted again and changes back into water as a reversible change. That we live in different types of homes. Different occupations help us and our community. We need to eat a variety of foods. How to identify young animals. That we grow food to eat	Autumn term <ul style="list-style-type: none"> • Ourselves topic links to 'history' where we talk about similarities and differences now and when we were younger. • Investigating with seeds and plants as we learn more about our outdoor area during play.(Science) • Opportunities to look closely at similarities, differences, pattern and change during free flow play activities outside on a daily basis. Eg; feed the birds, plant seeds and bulbs. (Science) • Homes topic helps us to learn about where we live, the houses we live in and how they are similar or different to others. This 'geography' focus links to Handa's Surprise and Anna Hibiscus to find out about different homes and cultures. • Visit to museum, homes in the past Spring term <ul style="list-style-type: none"> • Frosty and Frozen topic links to 'science' where we investigate what frozen water is and how ice melts in different ways. • Chicks - live eggs to look closely at changes and growing. (Science) Summer term <ul style="list-style-type: none"> • Animal names and their young, where our food comes from. (Geography and Science) • Healthy Living, investigate different types of food, what we can eat a lot of and what food we eat on special occasions. (Science). • People who help us, as part of learning about our environment, how to look after, eg; waste, Eco, refuse collectors, etc. • Minibeasts, looking in the garden, woodland area, taking notice, making observations



Egg
Minibeast
Occupations/Jobs
Transport



 Vocabulary The World: People and Communities	 Knowledge Children will know that Development Matters 40-60 (Enjoys joining in with family customs and routines).	 Understanding Children will understand	 Skills What children will be able to do Activities in FS at OWPS
<p>RE: Celebration: the action of celebrating an important day or event.</p> <p>Harvest: The process of gathering produce</p> <p>Festival: a day or period of celebration, typically for religious reasons.</p> <p>Diwali: Hindu festival with lights, held in the period October to November. It is particularly associated with Lakshmi, the goddess of prosperity, and marks the beginning of the financial year in India.</p> <p>Eid: A muslim festival</p> <p>Ramadam: the ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.</p> <p>Wedding, Christening</p> <p>Christian: A person who follows the Christian faith.</p> <p>Church: The Christian place of worship.</p> <p>Mosque: A Muslim place of worship</p> <p>Christmas: Christian festival celebrating the birth of Jesus Christ.</p> <p>Jesus Christ: The Son of God,</p> <p>Easter: A Christian Festival</p>	<p>Children don't always enjoy the same things, and are sensitive to this.</p> <p>Celebrations are enjoyed as part of a family custom</p> <p>We enjoy some celebrations with our families, others we find out about in school.</p> <p>Christians celebrate Christmas.</p> <p>Easter is a Christian celebration.</p> <p>People and communities link– our families: Our families work, their occupation may be part of our 'People who help us' topic.</p>	<p>That there are similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>How Christians celebrate Christmas.</p> <p>How Christians celebrate Easter</p> <p>Many celebrations are enjoyed at different times of the year.</p> <p>That we should treat other peoples thoughts and beliefs with respect, eg: not laughing when others share words and activities they may not have heard before.</p> <p>Certain occupations form part of 'People who help us</p>	<p>Autumn term</p> <ul style="list-style-type: none"> • Ourselves topic – exploring and celebrating similarities and differences between ourselves and others. • Harvest Festival – part of whole school collaboration to donate food to less fortunate. Explain about harvest, farming perspective. Sing harvest songs. • Remembrance Sunday – whole school minute silence, story to learn about event. • Nativity – learning about the Christian story of Christmas. • Christmas and Christmas Eve. Find out how Christians celebrate Christmas and similarities and differences between ourselves and our families. Talk about Christmas Eve celebrations followed by some families. • Diwali – Hindu festival of lights during Autumn term. • Eid – Muslim festival celebrating end of Ramadam <p>As part of the FS curriculum children are encouraged to talk about the celebrations they enjoy with their families. Parents are invited to send in photographs of special events and times in their lives, such as weddings, christenings, hannukah etc.,</p> <p>Spring term</p> <ul style="list-style-type: none"> • Chinese New Year – read the story, re-enact using toys/masks/PE activity • Share hobbies and interests as part of people who help us topic, similarities and differences. • Mothers Day – make cards, discuss why we celebrate Mothers day as part of the Christian



<p><i>Range of vocabulary used depending on which festivals are being celebrated.</i></p> <p>Police officer, Firefighter, Nurse, Doctor</p>			<p>family. Be mindful of differences in families, eg; if no Mummy or same sex families.</p> <ul style="list-style-type: none"> • Holi – Hindu festival of colour. Share stories and childrens' experiences • Easter – how and why Christians celebrate Easter <p>As part of the FS curriculum children are encouraged to talk about the celebrations they enjoy with their families. Parents are invited to send in photographs of special events and times in their lives, such as weddings, christenings, etc.,</p> <p><u>Summer term</u></p> <ul style="list-style-type: none"> • Fathers Day – make a card, share our family experiences, what we enjoy with our Daddies, be mindful of those children who do not have contact with Dad. If relevant make card for a father figure. • Vesak – Buddhist festival • World Environment Day – link to The World as part of our learning about where we live, how to look after our environment. <p>These activities also form part of the People and Communities part of the curriculum and are adapted to meet the needs of the children in the cohort.</p>
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