EYFS	**Statutory Framework Educational Programme:** 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. **Statutory ELG:** The Natural World Children at the expected level of development will: - 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.					
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic	**My Story**	**Festivals**	**Space**	**Our Creatures**	**Traditional Tales**	**Healthy Heroes**
Retrieval		Where do I live? *I live in Sittingbourne/Bobbing/ Iwade, UK, England* What community is my class in? *Castle, Sky, Forest, Ocean, Serengeti, Arctic* What are the key locations around the school? *Classroom, toilet, playground, office, lunch hall, library*	Where do I live? *I live in Sittingbourne/Bobbing/ Iwade, UK, England* What community is my class in? *Castle, Sky, Forest, Ocean, Serengeti, Arctic* What are the key locations around the school? *Classroom, toilet, playground, office, lunch hall, library*	What are the key locations around the school? *Classroom, toilet, playground, office, lunch hall, library* What are the features of Earth? *Earth has both land and water so humans, animals and plants can survive here*	Where do I live? *I live in Sittingbourne/Bobbing/ Iwade, UK, England* Why are animal habitats different? *Animals need different habitats because of what they need.* Can you name different habitats in our area? *woodlands/parks,*	Where do I live? *I live in Sittingbourne/Bobbing/ Iwade, UK, England* What are the features of Earth? *Earth has both land and water so humans, animals and plants can survive here* Why are animal habitats different? *Animals need different habitats*

					countryside, homes, beaches	*because of what they need.* Can you name different habitats in our area? *woodlands/parks, countryside, homes, beaches*
New Knowledge						
Vocabulary	community, pegs, playground, lunch hall, office, Sittingbourne, Iwade, Bobbing, England, The UK	Celebrate, world, different, same, festival, Autumn, Winter	globes, Earth, space, planets, land, water, humans, survive, solar system,	Habitat, different, same, woodlands, countryside, park, beach, home, pet, weather	Plants, fruit, vegetables, healthy, unhealthy, growing, transporting	beach, Kent, coast, island, bridge, seaweed, sea/ocean, tide, journey
Substantive Knowledge **To know that...**	**Locational Knowledge:** I live in the United Kingdom, England Where my house is (Sittingbourne, Bobbing, Iwade etc.) My new school is located in my community (Sittingbourne, Bobbing, Iwade)	**Locational Knowledge:** We live in England, in the UK but some people come from all around the world and some places are hotter/colder than others. **Place Knowledge:** Different celebrations/festivals happen around the	**Locational Knowledge:** I live on planet Earth **Place knowledge:** I know that Earth is part of the Solar System **Human and Physical Geography:** Earth has both land and water so humans,	**Place Knowledge:** Animals can live in different places because of what they need (eat, drink, home) - Woodlands and countryside, Farm animals and farmyards, our homes for pets, ponds.	**Place Knowledge:** I can name fruit and vegetables I can get in the UK I know that different fruits and vegetables need different weather to grow	**Locational Knowledge:** I live in Kent, near the coast so there are beaches nearby **Place Knowledge:** I know where my new classroom is I know where my new playground is

	My class is located in …. community **Place Knowledge:** Sittingbourne, Iwade, Bobbing **Human and Physical Geography:** To know that our school has physical and human features (fields, trees, plants) (building, pathways, playground)	world. Some people also celebrate them here (Diwali, Bonfire Night/Guy Fawkes Night)	animals and plants can survive here Earth is the only planet with known life on **Geographical Skills and Fieldwork:** Scientists are exploring other planets to see what they are like and if humans could live there They use technology such as rockets, rovers, telescopes to take pictures, videos and samples to learn more about planets and the moon	I know animal habitats local to me (farms, woodlands/park, beaches, homes) I know some animals travel at different times of the year to new homes when it gets cooler/warmer **Human and Physical Geography:** Animal habitats are all different	**Human and Physical Geography:** I know some fruits and vegetables that can be grown here (link local area to orchards – apples, cherries etc.) I know that we can sell fruits and vegetables around the world because of the different transport we have (lorries, vans, aeroplanes, boats)	**Human and Physical Geography:** Know physical features of a beach: Sand, pebbles/rocks, sea or ocean, shells, seaweed, cliffs, tide Know human features of a beach: Beach huts, pathways, pier, lifeguard stations, flags, bins, toilets, shops, arcades, restaurants/food places
Disciplinary Knowledge **To know how to:**	**Locational Knowledge and Geographical Skills and Fieldwork:** To use photographs and maps of the school, classroom and local area	**Locational Knowledge and Geographical Skills and Fieldwork:** Use maps and globes to look at different places spoken about in relation to festivals/celebrations	**Locational Knowledge and Geographical Skills and Fieldwork:** Use globes, Google Earth to understand more about planet Earth	**Place Knowledge and Geographical Skills and Fieldwork:** Use pictures, videos, observations of school grounds to observe the differences in the places	**Place Knowledge and Geographical Skills and Fieldwork:** Observe places of the school grounds where plants/fruits/vegetables can be grown	**Locational Knowledge and Geographical Skills and Fieldwork:** Look at Google Earth showing Minster beach and the school

	to help understand its location Create maps showing how I get to school. **Place Knowledge and Geographical Skills and Fieldwork:** To use maps to show where I live **Human and Physical Geography and Geographical Skills and Fieldwork:** To use photographs/widigts of physical and human features in my school and classroom that are relevant to me (classroom, tray, outside area, playgrounds, hall, library	**Human and Physical Geography and Geographical Skills and Fieldwork:** Describe the season of autumn and winter and compare them	**Geographical Skills and Fieldwork:** Use pictures, videos and digital technology to explore the solar system and what other planets are like (google Earth, live satellite images etc.).	animals live (including habitats not found in UK) **Human and Physical Geography and Geographical Skills and Fieldwork:** Use pictures, videos, observations of school grounds to observe the differences in the places animals live **Geographical Skills and Fieldwork:** Take surveys/tally charts of the different animals found on the school grounds		**Human and Physical Geography and Geographical Skills and Fieldwork:** Explain the different features of a beach (sand, sea, cliffs etc.) Explain how we can take care of our beaches (e.g. picking up our rubbish before going home) **Geographical Skills and Fieldwork:** Draw simple maps of the journey from school to Brodgale Farm Tour my new classroom and playground and say what is similar and different.

	Geographical Skills and Fieldwork: To go on a tour of the school to understand the location of the classroom and the important places in the school I need to know (classroom, outside area, lunch hall, assembly hall, office, HoS office, library)					