

## Understanding the World

At **Bollin Primary School**, we support children in making sense of their immediate environment and the wider community. Through broad questions and adaptable lines of enquiry, we provide meaningful, first-hand experiences that encourage curiosity, exploration and discussion. Children are supported to notice change, explore similarities and differences, and begin to understand the past, present and diverse cultures within our world. We place a strong emphasis on developing subject-specific vocabulary so that children can confidently talk about their experiences and learning. Through high-quality interactions, carefully selected texts and opportunities both indoors and outdoors, we enable children to build on their prior knowledge, make connections across the curriculum and develop a growing awareness of their place within the world.

### **Statutory Framework Educational Programme for Personal, Social and Emotional Development (September 2026)**

‘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.’

### **Development Matters**

| <b>Nursery</b><br><b>Foundational Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Reception</b><br><b>Foundational Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> |

### **Early Identification and Support – Nursery Entry Checkpoint (around age of 3)**

As part of transition, we pro-actively work with prior settings, professionals and parents/carers to ascertain key milestones for Understanding the World. Our own early observations also support gaining a holistic view of each child. Where there are concerns, we are quick to identify these, involving parents/carers and other professionals as appropriate. We support children

through a keep up approach, providing timely interventions within the setting. The following ‘Bollin’ checkpoints are based on research and key milestones (Development Matters does not list any for Understanding the World):

1. Show curiosity about the world around them, exploring objects and materials using their senses.
2. Begin to notice and comment on similarities and differences in people, places and objects.
3. Talk about familiar people, such as family members, and simple past experiences.
4. Show interest in how things work (e.g. pressing buttons, opening/closing, cause and effect toys).
5. Begin to use simple language to describe what they see, hear and feel.
6. Show awareness of familiar routines, environments and people within their immediate world.

| Nursery            | Autumn 1                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                               | Spring 2                                                                                                                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question   | Am I the same as you?                                                                                                                                                                                                                                                                                                                           | What’s that sound?                                                                                                                                                                                                                                                                                                                                                                                                | Whose are those shoes?                                                                                                                                                                                                                                                                                                                                                 | What happens when I...?                                                                                                                                                                                                                                                                                                                                                                   | How does your garden grow?                                                                                                                                                                                                                                                                                                                                                                                           | What can we find in local habitats?                                                                                                                                                                                                                                                                                                                                             |
| Curriculum Content | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Talk about themselves, their families and significant people.</li> <li>• Identify similarities and differences between themselves and others.</li> <li>• Recognise that families can be different and all families are important.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Listen carefully to sounds in their environment.</li> <li>• Identify and compare different sounds.</li> <li>• Explore how sounds are made.</li> <li>• Discuss loud, quiet, near and far sounds.</li> <li>• Explore seasonal and celebratory sounds.</li> <li>• Explore collection of materials with</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn about occupations and community roles.</li> <li>• Understand how people help us.</li> <li>• Match equipment, vehicles and clothing to occupations.</li> <li>• Talk about jobs that family members do.</li> <li>• Challenge stereotypes about jobs.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Investigate cause and effect.</li> <li>• Make simple predictions.</li> <li>• Explore floating and sinking.</li> <li>• Investigate pushing, pulling and rolling.</li> <li>• Compare materials during investigations.</li> <li>• Sort objects based on observable properties.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn what plants need to grow.</li> <li>• Observe and talk about growth over time.</li> <li>• Plant, nurture and care for living things.</li> <li>• Explore worms, insects and other garden creatures.</li> <li>• Learn how humans help plants survive.</li> <li>• Develop respect for living things.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Explore habitats within the school and local area.</li> <li>• Identify common plants, animals and minibeasts.</li> <li>• Compare different habitats, including those in other parts of the world.</li> <li>• Learn that living things need suitable environments.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Develop an awareness of their own identity and belonging.</li> <li>• Explore photographs showing families and communities from different backgrounds</li> <li>• Begin to understand that people live in different countries around the world.</li> <li>• Learn about kindness, friendship and respect.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Create an "All About Me" book.</li> <li>• Explore family photographs and</li> </ul> | <p>similar and different properties.</p> <ul style="list-style-type: none"> <li>• Investigate which materials make different sounds.</li> <li>• Develop vocabulary linked to listening and observation.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Sound walks around school and the local area.</li> <li>• Visit the local post box to post Christmas cards or letters.</li> <li>• Listen to music from different cultures.</li> <li>• Explore sounds found in woodland and outdoor areas.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop respect for all roles within society.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Community visitors eg. firefighters, doctor, nurse, refuse collector.</li> <li>• Parent and family occupation talks.</li> <li>• Walks around the local community to observe workers helping us.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop curiosity and problem-solving skills.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Floating and sinking investigations.</li> <li>• Building ramps and testing vehicles.</li> <li>• Flying kites.</li> <li>• Shadow exploration.</li> <li>• Spring bulbs for Mother's Day.</li> <li>• Opportunities to investigate and solve problems independently.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and observe the life cycle of a butterfly.</li> <li>• Begin to understand that all living things have needs.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Plant flowers, fruits and vegetables.</li> <li>• Visit local allotments.</li> <li>• Care for nursery garden areas.</li> <li>• Observe worms and minibeasts.</li> <li>• Taste produce grown by children.</li> <li>• Grow fruit and vegetables from different cultures represented within the nursery.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop a sense of responsibility towards nature.</li> <li>• Begin to compare local and global environments based on climates and landscapes.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Nature walks.</li> <li>• Minibeast hunts.</li> <li>• Build bug hotels.</li> <li>• Bird watching activities.</li> <li>• Habitat comparison through photographs, stories and videos.</li> <li>• Discuss how people care for environments around the world.</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                          |  |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|  | baby photographs.<br>• Invite family members to share traditions, stories and home languages.<br>• Harvest assembly with songs and actions.<br>• Family traditions week.<br>• Create a nursery family tree display.<br>• Explore where families come from using simple maps and photographs.<br>• Plant daffodil bulbs for Mother's Day. | • Celebrate Christmas and explore other winter celebrations represented within the nursery community.<br>• Christmas performance with songs and actions. |  |  |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

#### Early Identification and Support – Nursery Exit Checkpoint (around age 4)

As part of nursery to reception transition, our Early Years team pro-actively work together to ensure checkpoint assessments inform future learning. Where gaps continue to remain a concern, we work with parents, our EYFS Lead and SENDCo to identify next steps.

1. Talk about what they see and experience, using an increasingly wide vocabulary to describe materials, changes and the natural world.
2. Explore and investigate how things work, showing curiosity and beginning to explain simple cause and effect.
3. Talk about their own life, family and past experiences, beginning to make sense of their personal history.
4. Show interest in different occupations and people in their community.

5. Show care and concern for living things and begin to understand growth and simple life cycles (e.g. plants).
6. Recognise and talk about differences between people, places and environments, including an awareness that there are different countries and cultures.

| Reception          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enquiry Question   | What does a family look like?                                                                                                                                                                                                                                                                                                                                                                                                                                                   | How are my senses ignited at this time of year?                                                                                                                                                                                                                                                                                                                                                                                         | Who works in special places in our community?                                                                                                                                                                                                                                                                                                                                                                                | What discoveries will I make?                                                                                                                                                                                                                                                                                                                                                                                                                       | Why do things change over time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What can we see down on Earth?                                                                                                                                                                                                                                                                                                                                                                                                     |
| Curriculum Content | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Talk confidently about people who are important to them.</li> <li>• Describe similarities and differences between families.</li> <li>• Explore family traditions and celebrations.</li> <li>• Discuss how family life has changed over time.</li> <li>• Compare their own experiences with those of characters in stories.</li> <li>• Learn that all families are</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Use their senses to investigate the environment.</li> <li>• Observe and describe seasonal change.</li> <li>• Explore collections of materials with similar and different properties.</li> <li>• Compare textures, sounds and colours found in nature.</li> <li>• Learn about celebrations including Diwali and Christmas.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Learn about occupations linked to community services and special places.</li> <li>• Explore how different people contribute to community life.</li> <li>• Understand that some places are special because of people's beliefs and traditions.</li> <li>• Compare features of churches, mosques and synagogues.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Ask questions and investigate how things work.</li> <li>• Make predictions and test ideas.</li> <li>• Explore forces such as pushing, pulling and rolling.</li> <li>• Investigate light and shadows.</li> <li>• Compare and sort materials according to observable properties.</li> <li>• Design, build, test and improve structures.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Compare old and modern toys and objects.</li> <li>• Explore how people change as they grow older.</li> <li>• Observe and record plant growth.</li> <li>• Learn about the life cycle of a butterfly.</li> <li>• Compare plant and animal life cycles.</li> <li>• Understand that living things grow, change and reproduce.</li> <li>• Discuss how some things change while some things stay the same.</li> </ul> | <p><b>Teaching and Learning</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• Explore maps, globes and aerial photographs.</li> <li>• Learn about their local area and where they live.</li> <li>• Compare environments around the world.</li> <li>• Compare homes, journeys, foods and traditions in different countries.</li> <li>• Learn about oceans, forests, deserts and polar environments.</li> </ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>important and deserve respect.</p> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Create family books and family galleries.</li> <li>• Invite grandparents and older relatives to share memories.</li> <li>• Explore old household objects.</li> <li>• Take part in the Harvest assembly.</li> <li>• Plant bulbs for Mother's Day</li> <li>• Explore photographs showing families from different cultures and communities.</li> <li>• Discuss family traditions represented within the class.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe colours, patterns and changes in the natural world.</li> <li>• Respond creativity to what they see in the environment around them.</li> <li>• Explore how artists are inspired by nature and seasonal changes</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Seasonal walks.</li> <li>• Christmas assembly.</li> <li>• Diwali learning experiences.</li> <li>• Explore artwork by Alma Thomas.</li> <li>• Create artwork inspired by</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple maps to identify familiar places.</li> <li>• Learn that communities are made up of people with different beliefs, experiences and backgrounds.</li> <li>• Develop respect and curiosity about different faiths and cultures.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Visit a local place of worship.</li> <li>• Invite visitors from faith communities.</li> <li>• Meet community workers and emergency service workers.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what happened and why.</li> <li>• Understand that engineers, inventors and scientists help us solve problems.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• STEM investigation days.</li> <li>• Shadow exploration outdoors.</li> <li>• Engineering and construction challenges.</li> <li>• Mother's Day bulbs.</li> <li>• Use simple tools and construction materials.</li> <li>• Explore inventions that help people in everyday life.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop early chronological understanding through personal and family history.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Grow a pea igloo.</li> <li>• Plant seeds and care for plants.</li> <li>• Frog life cycle.</li> <li>• Compare toys from the past and present.</li> <li>• Invite grandparents to share childhood memories.</li> <li>• Taste vegetables and produce linked to Oliver's Vegetables.</li> <li>• Explore childhood experiences from different generations and cultures.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore habitats found locally and globally.</li> <li>• Understand that people live in different places but share many common needs.</li> <li>• Develop an understanding of caring for the Earth and its environments.</li> </ul> <p><b><u>Experiences, EDI and Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Local area fieldwork and map making.</li> <li>• Use aerial photographs of school and locality.</li> <li>• Explore Google Earth.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |                                                                                                                                                |                                                                                                                                                                   |  |  |                                                                                                                                                                                                                                                                |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | seasonal colours and patterns.<br>• Explore celebrations represented within the class community.<br>• Create collections of natural materials. | • Explore maps of the local area.<br>• Walk to identify important places within the community.<br>• Share stories and experiences from families within the class. |  |  | • Compare location with locations around the world.<br>• Explore habitats through stories, photographs and non-fiction texts.<br>• Learn about cultures represented within the class and wider world.<br>• Environmental projects linked to caring for nature. |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Early Identification and Support – Reception End of Key Stage Assessment

#### Early Learning Goals (ELGs) – are they Year 1 ready?

As part of transition, our Early Years team pro-actively work with the Year 1 Phase Lead and SENDCo to discuss the ELG outcomes in detail. These assist the Year 1 team with planning for an effective transition. We continue to work closely with parents/carers and appropriate professionals during this time.

| Past and Present                                                                                                                                                                                                                                                                                                                                                                                                                                                          | People, Culture and Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The Natural World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> | <u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> | <u>Children at the expected level of development will:</u> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |

**At Bollin Primary School we prepare our reception pupils for the next stage of their education. We are ambitious for Year 1. In Understanding the World we aim for our reception pupils to leave:**

- Talk confidently about people in their community, explaining roles and making links between past and present.
- Describe their environment and others using specific vocabulary, including simple map use.
- Compare cultures, beliefs and ways of life, including similarities and differences between this country and others.
- Describe and explain aspects of the natural world, including plants, animals and seasonal change.
- Explain simple processes and changes (e.g. growth, weather, materials), beginning to give reasons.
- Ask questions, make observations and share their understanding using knowledge from books and experiences.