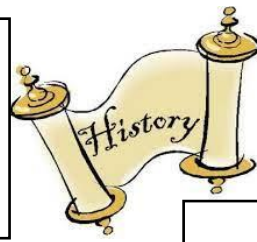


Vocabulary:

history present past future

time community family friends

earth environment



Understanding of the World - Preparing for History in KS1– EYFS

Key questions:

How have you changed since you were a baby?

Why do we wear different clothes at different times of the year?

What is your favourite celebration each year?

What do you notice....?

Why do you think.....?

Why has?

PKC Year 1 Curriculum Coverage:

- Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Knowledge based learning opportunities in the Early Years:

- Talk about members of their immediate family and community during dedicated talk time, looking at family photographs displayed in the home corner and talking about focus child family photos.
- Name and describe people who are familiar to them eg, the police, the fire service, doctors and teachers and the experience the children have had of them.
- Comment on images of familiar situations or objects in the past eg, clothing, toys, technology or transport
- Discussing past learning and past events
- Learning cultural and religious stories such as Diwali, Christmas and Black History Month through topic weeks which include workshops, visitors and role plays.
- Baby clinic role play – allowing discussion of how they were babies in the past and are growing up and will become an adult.
- Looking at and discussing the class learning journey
- Noticing differences and changes that occur during the year in the 4 seasons
- Shared reading books that allow the past to be understood through settings, characters and events
- Visual timetable
- Celebrating birthdays and talking about how they are celebrated
- Visit to the local environment to look at buildings and the church to notice differences in buildings
- Worship and R.E. lessons

Key questions:

Where do you live?

Where have you visited?

What do you notice

Why do you think

Why has.....?



Understanding of the World - Preparing for Geography in KS1– EYFS

Vocabulary:

geography the world earth

people/humans plants nature

man-made environment community

tradition

PKC Year 1 Curriculum Coverage:

- Gain and deploy a historically grounded understanding of abstract terms such as ‘parliament’
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Knowledge based learning opportunities in the Early Years:

- Learning about different countries and how they are different to the United Kingdom eg, Ukraine reading the Mitten, Australia for Australia day.
- Observing the changing world around us eg, changes in Baldock or the wider environment.
- Shared reading books that allow the difference in cultures and environments to be identified and discussed.
- Learning about the seasons and signs of changes in the season and understand the effect of the changing seasons on the natural world around them.
- Discussing holidays and where family and friends are from to highlight contrasting environments.
- Explore the natural world around them, make observations and draw.
- Take part in the Big School Bird Watch
- Understand that plants are living things and learn what they need to grow and be healthy – growing sunflower seeds and cress heads. Observing and caring for our vegetable patch and herb garden.
- Meet members of the community eg, dentist, librarians and police to learn about communities and how they form a community. Understand that the school is a community they belong to.
- Children bring photos of family and friends that live abroad or places they have been on holiday. These are then displayed on the world map.



Key questions:

What can you see?

What do you notice

Why do you think

Why has.....?

What does that tell us?

How do you know?

Understanding of the World - Preparing for Science in KS1– EYFS

Knowledge based learning opportunities in the Early Years:

- We look at the seasons and the weather throughout the whole year, make observations about changes that occur in the outside environment and understand the effect of the changing seasons on the natural world around us.
- Learning about space and how people get there. We also learn about how space is different to earth.
- Ice investigation- We look at ice and how it melts when we get ice outside.
- We learn about how to look after the world in our topics of World Earth Day, National and Recycling week – children record how they look after the world and environment on our world map.
- Trip to Wimpole Farm in the Summer term. Looking at farm animals and their young and naming them. We learn how to look after animals, which includes pets. Learn about which animals will be found as pets, at farms and in the wild.
- Growing our own sunflowers and cress. Discussing what our plants needs to grow and simple parts of our plant. We observe changes as the seed grows.
- Learning about healthy eating, dental hygiene and where our food comes from through shared reads, topics and PSHE and P.E. lessons
- Investigating floating and sinking during Grow Time. Making observations.
- Looking at magnets and understanding which objects are magnetic and which are non-magnetic- available on the investigation area outside.
- Children find minibeasts in the outside environment using magnifying glasses, digging and looking around the environment. Books allow them to learn facts about the minibeast they find and tools such as tape measures allow them to investigate further. They are encouraged to record which minibeast they find by drawing pictures or writing.

Vocabulary:

Plants seasons sea

Animals sink ice change

land magnetic melt

Spring leaves farm

young summer stem

recycling life cycle

autumn flower weather

space winter growing

float planets



Key questions:

How can you?

Can you?

What does this do?

What happens when I press?

What can I use this for?

Understanding of the World - Preparing for Computing in KS1– EYFS

Knowledge based learning opportunities in the Early Years:

- The children use the interactive white board to play games, watch videos. The teachers use it deliver the lesson and make it as visual and engaging as possible. They can operate it and investigate how it works eg, using the writing function on Smart Notebook or playing phonics games.
- The children are able to practice their coding skills using the BeeBots. In maths lessons we also have human BeeBots when we give our friends directional instructions to follow.
- All the children have access to technology at home from watching and operating the TV to playing computer games. We send a questionnaire home in the summer term to gather information about what they have access to access their confidence and experience.
- The children have access to Ipads to take pictures and access google with the help of an adult to find out information. The adults model how to find information using the internet on Ipads and laptops.
- The children are taught about internet safety during the Safer Internet Day in February every year and this is demonstrated and talked about during the year.

Vocabulary:

computer technology keyboard

camera toy record mouse

program hardware

coding laptop Ipad

BeeBots calculator



Key questions:

How do you?

Can you?

What could you do when ...?

What would happen if?

Why might?

Understanding the World- Preparing for PSHE in KS1– EYFS

Knowledge based learning opportunities in the Early Years:

- The children have weekly adult-directed sessions following the Jigsaw planning scheme that follows the half-termly topics that KS1 also explore (in a spiral manner). The stories that we use during our sessions and any large pieces of group work that we have created together are referred back to at a later date to remind us of our learning in context i.e. we revisit Ravi's Roar when children are feeling angry to help them understand how their bodies are feeling.
- Adults support children to identify their feelings, to realise how an emotion has affected their body/mind and begin to be able to think of and use strategies to 're-set' themselves, enabling self-regulation.
- Children experiment with sports equipment outside during Grow Time – opportunities for pupils to think about how the physical activity makes their bodies feel? How they have developed to be able to do more over time...
- Children are encouraged to set personal goals and to persevere when working towards them. Moments when pupils have finally achieved their goals are celebrated throughout EY i.e. when someone has finally been able to ride a bike without stabilisers, when a child has remembered all of the letters when writing their name etc.
- Members of the community come in to school to enrich the topic i.e. local PCSO's

Vocabulary:

family jobs friend lonely

relationship argue angry

fall-out upset breathing

calm me feelings words

baby grown-up adult change

worry excited memories

healthy exercise dream goal



Key questions:

When do we?

How would you?

What do you think of when?

Why is?

Who is celebrated when?

Understanding the World- Preparing for RE in KS1– EYFS

Knowledge based learning opportunities in the Early Years:

- Children explore special places of worship through our termly trips to St. Mary's Church.
- Children are able to learn about and celebrate a range of festivals from different faiths throughout the school year as part of our literacy Shared Topics. During this time, they learn about why the festival is celebrated, the key story behind the festival i.e. the story of Rama and Sita for Diwali or the Resurrection story for Easter and how it is celebrated by people who share the same faith. We immerse our EY environment in the celebration by creating decorations, taking part in traditions and re-enacting the stories. Some of the festivals that we celebrate include but are not limited to: Diwali, Hannukah, Christmas, Lunar New Year, Easter, Raksha Bandhan, Eid. Children recall how we have celebrated festivals previously and are able to discuss the similarities and differences between celebrations.
- Parents/Family members from the school community are invited to share how they celebrate a particular festival in their home. They bring in special clothes, stories, decorations and memories to inform our learning contextually.
- The Spiritual Table displays Christian stories relevant to the time of year and our school values, such as when we are learning about Christmas, Easter or Jonah and the Whale for example.

Vocabulary:

Christmas Jesus Angel

Birth of Christ Shepherds

Wise Men Gold

Frankincense Myrrh

Diwali Festival of Lights

Diva Hanuman Rama Sita

Ravana Rangoli Faith

Key questions:

How would you?

Can you?

What does this do?

What might happen if ...?

How does this change when ...?



Expressive Arts and Design - Preparing for Art in KS1– EYFS

Knowledge based learning opportunities in the Early Years:

- The children learn about different styles of art during our Shared Topic 'Children's Art Week' in June/July.
- Children have opportunities to discover alternative methods of creating when an adult supports their learning in the creative area, including collage, stenciling, colour-mixing, clay work, printing, pattern-making etc. Adults will follow the children's lead and introduce these methods if it expands the activity that a pupil has initiated. For example, a pupil designed an image of the Queen in a Pop Art style during our 'Kings and Queens' topic. This inspired a 'create a pop art you' activity where pupils took photographs of themselves, printed them in black and white and decorated them in a colourful, pop art-like style.
- Art opportunities are linked through other areas of learning including RE and our shared topics, i.e. during Diwali, every pupil has the opportunity to make a Diva lantern and a rangoli pattern, during Raksha Bandhan, pupils can thread a bracelet for a sibling or friend...
- Stories that link to Art are available throughout the books areas.
- Discussions around illustrations inspire how children create art for their own stories.

Vocabulary:

powder paint metallic pattern

colour shape collage

papier mache stencil print

colour-mix prime colour

secondary colour clay artist



Key questions:

How can you join?

Can you?

What does this do?

What happens when I ...?

What could I use this for?

Expressive Arts and Design- Preparing for D&T in KS1– EYFS

Knowledge based learning opportunities in the Early Years:

- Pupils have opportunities to develop their design and technology knowledge and skills through shared topic experiences, such as when they make Chocolate Egg Nests during the Easter period,
- Our woodwork area provides an opportunity for pupils to develop their knowledge of how to work safely with real DIY equipment, including hammers, saws, screwdrivers and clamps. In small groups, they can manipulate wood into a model of their own.
- Junk modelling resources are always available inside in the creative area. Children can use sellotape, glue, split pins, treasury tags and threading to attach the materials together.
- Sewing materials are always available on the stitching station. Throughout the year, adults have supported pupils to design and create hand puppets, gloves, socks, hats and costumes when they have been inspired to do so.
- Children are able to make their own playdough in class, following the photographic instructions to measure and combine their ingredients. Pupils observe how the materials change as each new ingredient is added.

Vocabulary:

hammer saw clamp

screwdriver nail screw

scissors tape glue stick

PVA glue ingredients

measure weigh join

attach change sew

needle thread material