



## **The LIFE Colchester Hub Primary Curriculum for**

### **Understanding the World**

#### **EYFS**





#### **Subject Intent**



The 'Understanding the World' strand to our Early Years Curriculum will inspire children to view the world in which we live with curiosity and fascination. Our aim is for children to look at both the natural world and the communities within it, with awe and wonder as they discover the beauty, diversity and longevity that comes with it.





Pupils will gain a chronological understanding which will enable them to differentiate between past and present. This will be achieved through an exploration of their personal growth and change and through an exploration of changes that have happened over time on a broader scale. They will gain a knowledge and understand of some key events and figures in British history and acquire a vocabulary that will enable them to articulate their understanding.



Our curriculum will provide children with an awareness of their surroundings, both within their local community and the wider world. They will learn to draw comparisons between different environments and the communities that live within them. They will learn about customs and traditions across a range of cultures and belief systems and learn to appreciate and respect difference and diversity.



Our curriculum will allow our pupils to explore their natural curiosity by asking questions and finding the answers. High quality teaching will support children to develop enquiry skills by asking 'what if...', 'how..' and 'why....' in their response to scientific themes and concepts. Children will know about the changing seasons, changes in states of matter and make links between cause and effect.



| History   |  |  |   |  |  |   |  |   |
|---|--|--|---|--|--|---|--|---|
| Topic Texts   | Key Knowledge Vocabulary   | Skills Progression   |   |  | Early Learning Goal  | National Curriculum   | Rationale  |   |
|   |  | <br>3 and 4 Year olds | <br>Children in Reception |  |  |   |  |   |
| <b>Jack and the Beanstalk</b><br><br><i>Jack and the Beanstalk</i><br><br><i>Jack and the Jellybean Stalk</i><br><br><i>Castles</i><br><br><i>Jim and the Beanstalk</i><br><br><i>When we were Giants</i> | Know some similarities and differences between things in the past and things now<br><br>Have an understanding of the past through setting, characters and events encountered in books.<br><br>Gain an understanding of growth, decay and changes over time<br><br>Baby child, adult, age, grow, castle, history, old, new, past, | Begin to make sense of their own life-story and family's history.                                      | Talks about past and present events in their own life and the lives of family members.                      | Comment on images of familiar situations in the past | Compare and contrast characters from stories, including figures from the past. | <p><b>Past and Present:</b></p> Talks about the life of people around them and their roles in society<br><br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br><br>Understand the past through settings, characters and events encountered in books read in class and storytelling. | Know about events beyond living memory that are significant nationally or globally<br><br>Know about the lives of significant individuals in the past who have contributed to national and international achievements<br><br>Know about changes within living memory | Through this topic, children will learn about the changes that take place in ourselves as we get older through the text <i>Jim and the Beanstalk</i> . Using this text as a stimulus, they will explore their own past and the growth and change they have experienced within themselves. This plays an essential part in making children aware of their own personal identity and uniqueness. It also introduces them to the 'big ideas' of growth and change over time. They will also learn about castles and explore them through both non-fiction and fiction books, learning about some of their features allowing them to make historical inferences and links to local history (Colchester Castle). |



| History   |  |  |   |   |   |  |   |   |
|---|--|--|---|---|---|--|---|---|
| Topic Texts   | Key Knowledge Vocabulary   | Skills Progression   |   |   |   | Early Learning Goal  | National Curriculum   | Rationale   |
|   |  | <br>3 and 4 Year olds | <br>Children in Reception |   |   |  |   |   |
| <b>The Big Bad Wolf</b><br><br><i>Little Red Riding Hood</i><br><br><i>The Three Little Pigs</i><br><br><i>Blow your Nose Big Bad Wolf</i><br><br><i>The Three Little Wolves and the Big Bad pig.</i> | <p>Know about the lives and people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and things now</p> <p>Have an understanding of the past through setting, characters and events encountered in books.</p> <p>Gain an understanding of growth, decay and changes over time</p> <p>Baby child, adult, age, grow, old, new, past, wooden, timber, brick.</p> | <p>Begin to make sense of their own life-story and family's history.</p>                               | <p>Talks about past and present events in their own life and the lives of family members.</p>               | <p>Comment on images of familiar situations in the past</p> | <p>Compare and contrast characters from stories, including figures from the past.</p> | <p><u>Past and Present:</u></p> <p>Talks about the life of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Know about events beyond living memory that are significant nationally or globally</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Know about changes within living memory</p> | <p>Through this topic, children will explore the idea of increasing independence as we grow through <i>The Three Little Pigs</i>. Using this text as a stimulus, they will explore their own past and the growth and change they have experienced within themselves.</p> <p>Later, we will explore the occupation of being a builder and the role builders play in society. Using the different materials that the three little pigs use as a stimulus, we will compare houses past (wooden) with houses present (brick).</p> |



| History  |  |  |   |  |  |  |   |  |
|--|--|--|---|--|--|--|---|--|
| Topic Texts  | Key Knowledge Vocabulary   | Skills Progression   |   |  |  | Rationale  |   |  |
|  |  | <br>3 and 4 Year olds | <br>Children in Reception | <br>Early Learning Goal | <br>National Curriculum |  |   |  |
| <p><b>The Helpful Elves</b></p> <p><i>The Elves and the Shoemaker</i></p> <p><i>The Kindness Elves</i></p> <p><i>The Christmas Story</i></p> | <p>Know about the lives and people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and things now</p> <p>Have an understanding of the past through setting, characters and events encountered in books.</p> <p>Gain an understanding of growth, decay and changes over time</p> <p>Baby child, adult, age, grow, old, new, past, cobbler.</p> | <p>Begin to make sense of their own life-story and family's history.</p>                               | <p>Talks about past and present events in their own life and the lives of family members.</p>               | <p>Comment on images of familiar situations in the past</p>  | <p>Compare and contrast characters from stories, including figures from the past.</p>                      | <p><u>Past and Present:</u></p> <p>Talks about the life of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Know about events beyond living memory that are significant nationally or globally</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Know about changes within living memory</p> | <p>Through this topic, children will explore the idea of the changes they have undergone since they were born, making links to the Christmas Story and the birth of baby Jesus. Using this text as a stimulus, they will explore their own past and the growth and change they have experienced within themselves. Later, we will explore the occupation of a shoemaker and talk about how this job was more common in the past as machinery can now be used to do this job. We will compare our shoes to the shoes in the past and identify similarities and differences.</p> |




| History   |  |  |   |   |   |  |   |   |
|---|--|--|---|---|---|--|---|---|
| Topic Texts   | Key Knowledge Vocabulary   | Skills Progression   |   |   |   | Early Learning Goal  | National Curriculum   | Rationale   |
|   |  | <br>3 and 4 Year olds | <br>Children in Reception |   |   |  |   |   |
| <p><b>Porridge Porridge Everywhere!</b></p> <p><i>Goldilocks and the Three Bears</i></p> <p><i>The Magic Porridge Pot</i></p> <p><i>The Bear Encyclopaedia</i></p> <p><i>Gloria's Porridge</i></p> <p><i>Goldilocks and Just one Bear</i></p> | <p>Know about the lives and people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and things now</p> <p>Have an understanding of the past through setting, characters and events encountered in books.</p> <p>Gain an understanding of growth, decay and changes over time</p> <p><i>Baby child, adult, age, grow, old, new, past,</i></p> | <p>Begin to make sense of their own life-story and family's history.</p>                               | <p>Talks about past and present events in their own life and the lives of family members.</p>               | <p>Comment on images of familiar situations in the past</p> | <p>Compare and contrast characters from stories, including figures from the past.</p> | <p><u>Past and Present:</u></p> <p>Talks about the life of people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Know about events beyond living memory that are significant nationally or globally</p> <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Know about changes within living memory</p> | <p>Through this topic, children will learn about the changes that take place in ourselves as we get older through the text <i>Goldilocks and Just One Bear</i>. Using this text as a stimulus, they will explore their own past and the growth and change they have experienced within themselves. They will also explore the history of Teddy Bears and make comparisons between bears past and present.</p> |



| Geography   |   |   |  |   |   |   |   |  |
|---|---|---|--|---|---|---|---|--|
| Topic Texts   | Key Knowledge Vocabulary  | Skills Progression  |  |   |   | Early Learning Goal   | National Curriculum   | Rationale  |
|   |   | <br>3 and 4 Year olds  | <br>Children in Reception    |   |   |   |   |  |
| <b>Around the World in term</b><br><br><i>Poles Apart</i><br><br><i>Handa's Surprise</i><br><br><i>Bringing the Rain to Kapiti Plain</i><br><br><i>The Kapok Tree</i><br><br><i>The Tiger Child</i> | Know about the environment in which they live<br><br>Know about similarities and differences in relation to people communities, customs and cultures<br><br>Know about similarities and differences in relation to natural environments within the world around them. | Show interest in different occupations.<br><br>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Understand what it means to be part of a community<br><br><b>Notice detailed features of their environment</b> | Recognise some environments that are different to the one in which they live.<br><br><b>Show care and concern for living things and the environment</b> | <b>Draw information from a simple map.</b><br><br><b>Begin to understand the effect their behaviour can have on the environment</b> | <u>People Culture and Communities:</u><br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br><br>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.<br><br><u>The Natural World:</u><br>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 geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br><br>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world | Through this topic children will learn about the importance of identity and belonging within the community in which they live. They will be made aware of the wider world around them and begin to understand the diverse nature of the world in which we live (both physical environments and human culture)<br>This will teach children to develop respect and understanding for customs and traditions that are different to their own and to respect and care for the environment. |

| Geography  |   |   |  |   |   |   |   |  |
|--|---|---|--|---|---|---|---|--|
| Topic Texts  | Key Knowledge Vocabulary  | Skills Progression  |  |   |   | Early Learning Goal   | National Curriculum   | Rationale  |
|  |   | <br>3 and 4 Year olds  | <br>Children in Reception    |   |   |   |   |  |
| <b>Water, Wheel and Wings</b><br><br><i>Naughty Bus</i><br><br><i>Emily in London</i><br><br><i>Emma Jane's Aeroplane</i><br><br><i>The Story Boat</i> | Know about the environment in which they live<br><br>Know about similarities and differences in relation to people communities, customs and cultures<br><br>Know about similarities and differences in relation to natural environments within the world around them. | Show interest in different occupations.<br><br>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | Understand what it means to be part of a community<br><br><b>Notice detailed features of their environment</b> | Recognise some environments that are different to the one in which they live.<br><br><b>Show care and concern for living things and the environment</b> | <b>Draw information from a simple map.</b><br><br><b>Begin to understand the effect their behaviour can have on the environment</b> | <u>People Culture and Communities:</u><br><br>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;<br><br>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.<br><br><u>The Natural World:</u><br>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 geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br><br>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world | Through this topic children will learn about the importance of identity and belonging within the community in which they live. They will be made aware of the wider world around them and begin to understand the diverse nature of the world in which we live (both physical environments and human culture)<br>This will teach children to develop respect and understanding for customs and traditions that are different to their own and to respect and care for the environment. |

| Science   |   |  |   |   |   |  |  |   |
|---|---|--|---|---|---|--|--|---|
| Topic Texts   | Key Knowledge Vocabulary  | Skills Progression   |   |   |   | Early Learning Goal  | National Curriculum  | Rationale   |
|   |   | <br>3 and 4 Year olds   | <br>Children in Reception |   |   |  |  |   |
| <b>Mighty Minibeasts</b><br><br><b>Superworm</b><br><br><b>Tadpoles promise</b><br><br><b>Worms are yucky</b><br><br><b>Minibeast non-fiction books</b> | Know the changing seasons<br><br>Know that about some changes of state in the natural world (eg freezing and melting)<br><br>Know about some natural processes that occur (e.g. life cycles)<br><br>Know the names of some animals and plants and demonstrate an awareness of some of their features.<br><br>Know that natural environments can vary. | Explore how things work<br><br>Plant seeds and care for growing plants.<br><br>Begin to understand the need to respect and care for the natural environment and all living things. | Explore the natural world around them.  | Understand some processes and changes in the natural world (including the changing seasons) | Makes observations of animals and plants, explains why some things occur and talks about changes. | <u>The Natural World</u><br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants;<br><br>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;<br><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | identify and describe the basic structure of a variety of common flowering plants, including trees<br><br>use their observations and ideas to suggest answers to questions<br><br>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br><br>identify and name a variety of common animals that are carnivores, herbivores and omnivores | . Throughout this topic children will learn an appreciation of the natural world around them and have the opportunity to study it closely. They will learn to treat wildlife with care and respect. This topic will also introduce the children to life cycles and teach them early scientific skill of classification as they learn about the different types of minibeasts. |

| Science   |   |  |   |   |   |  |  |           |
|---|---|--|---|---|---|--|--|-----------|
| Topic<br>Texts  | Key Knowledge<br>Vocabulary   | Skills Progression   |   |   |   | Early Learning Goal  | National Curriculum  | Rationale |
|   |   | <br>3 and 4 Year olds   | <br>Children in Reception |   |   |  |  |           |
| <b>Dinosaurs</b><br><br>Dinosaur Lady<br><br>Dinosaurs and all that Rubbish<br><br>Non-fiction dinosaur books | Know the changing seasons<br><br>Know that about some changes of state in the natural world (eg freezing and melting)<br><br>Know about some natural processes that occur (e.g. life cycles)<br><br>Know the names of some animals and plants and demonstrate an awareness of some of their features.<br><br>Know that natural environments can vary. | Explore how things work<br><br>Plant seeds and care for growing plants.<br><br>Begin to understand the need to respect and care for the natural environment and all living things. | Explore the natural world around them.  | Understand some processes and changes in the natural world (including the changing seasons) | Makes observations of animals and plants, explains why some things occur and talks about changes. | <u>The Natural World</u><br><br>Explore the natural world around them, making observations and drawing pictures of animals and plants;<br><br>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;<br><br>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | identify and describe the basic structure of a variety of common flowering plants, including trees<br><br>use their observations and ideas to suggest answers to questions<br><br>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br><br>identify and name a variety of common animals that are carnivores, herbivores and omnivores |           |

| Science  |  |   |   |  |  |   |   |           |
|--|--|---|---|--|--|---|---|-----------|
| Topic<br>Texts   | Key Knowledge<br>Vocabulary  | Skills Progression  |   |  |  | Early Learning Goal   | National Curriculum   | Rationale |
|  |  | <br>3 and 4 Year olds  | <br>Children in Reception |  |                       |   |   |           |
| <p><b>To Infinity and Beyond</b></p> <p><b>Look Up</b></p> <p><b>Non-fiction space books</b></p> | <p>Know the changing seasons</p> <p>Know that about some changes of state in the natural world (eg freezing and melting)</p> <p>Know about some natural processes that occur (e.g. life cycles)</p> <p>Know the names of some animals and plants and demonstrate an awareness of some of their features.</p> <p>Know that natural environments can vary.</p> | <p>Explore how things work</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> | <p>Explore the natural world around them.</p>   | <p>Understand some processes and changes in the natural world (including the changing seasons)</p> | <p>Makes observations of animals and plants, explains why some things occur and talks about changes.</p> | <p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>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;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>use their observations and ideas to suggest answers to questions</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> |           |

| RE  |  |  |  |   |   |  |   |           |
|---|--|--|--|---|---|--|---|-----------|
| Topic<br>Texts  | Key Knowledge<br>Vocabulary  | Skills Progression   |  |   |   | Early Learning Goal  | National Curriculum   | Rationale |
|   |  | <br>3 and 4 Year olds | <br>Children in Reception            |   |   |  |   |           |
| <b>Celebrations<br/>MINI TOPICS:</b><br><br><b>Diwali</b><br><br><b>Christmas</b><br><br><b>Chinese New Year</b><br><br><b>Easter</b> | <p>To know about people and places within their own community</p> <p>To know about celebrations that happen in the world around them</p> <p>To know that different people celebrate in different ways and for different reasons.</p> | <p>Continue to develop positive attitudes about the differences between people.</p>                    | <p>.Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> | <p>Understand what it means to be part of a community</p> | <p>Recognise that people have different beliefs and celebrate special times in different ways</p> | <p><u>People Culture and Communities</u></p> <p>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;</p> | <p>Talk about and reflect on their own experiences of:<br/>Special People, Special Objects, Special Words and Stories, Special ways of living, Special things in Nature and Special Places in their own lives</p> <p>Learn about the importance of the above in different world faiths.</p> |           |