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| **BUNBURY ALDERSEY CE PRIMARY AND NURSERY SCHOOL**  **EYFS – Understanding the World** | | | |
|  | **Two’s**  **Autumn** | **Two’s**  **Spring** | **Two’s**  **Summer** |
| **Past and Present (History)** | Make connections between the features of their family and other families. | | |
| * Children to bring pictures of their families into nursery and display on a family tree in the classroom to help transition into nursery. * What do you do with Daddy? Mummy? * Ask parents to add occasions/stories/pictures to the display and talk to children about these. * Read stories together about families. | * Begin to talk about families. Who is there their family? * Who is special to them? * Can you point to Granny? Uncle James? * Look at some family photos together and find out the context to talk to children. * Tell rhymes and poems about families. | Who lives in your house? What do you do at home?  Begin to talk about family life and what they do together. What special occasions are important?  Make strong home learning links here.  Talk about simple memoires and occasions spent together – read books together about special occasions. |
| See the source image**People and Places (Geography)** | Explore and respond to different natural phenomena in their setting and on trips. | | |
| * Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: - standing in the rain with wellies and umbrellas – * walking through tall grass – * splashing in puddles - * Rolling in snow * running in the wind * leaves and conkers picked up from the pavement or park during autumn | * Encourage children to bring natural materials into the setting, such as spring flowers found on the way to school, signs of new life * looking for worms and mini-beasts * Planting seeds and seedlings in the ground * Looking at nests and eggs | Explore different places around the nursery outdoor area and beyond. Point things out and name them, adding adjectives to extend the noun.   * Show images of walks and trips back in the setting, asking children to point and name. |
| **Cultures and Communities (RE)** | Notices differences between people. | | |
| * Model positive attitudes about the differences between people including differences in race and religion. * Celebrate religious festivals such as Diwali, harvest, Christmas, etc. | * Celebrate Shrove Tuesday, Easter and Chinese New Year. * Talk about different hair, ages and interests. * Talk about differences in rhymes and stories of characters. | * Talk about different clothes for different weathers and countries (in images) and different Mums, Dads and children. * Read stories and talk about differences in characters |
| **The Natural World (Science)** | Explore natural materials, indoors and outside. | | |
| * Autumn walks in the environment – explore different textures on the walks, acorns, conkers, wet leaves, crunchy leaves, etc. | * Provide open-ended play materials inside and outdoors. Suggestion: Treasure Baskets for repeated exploration of textures, sounds, smells and tastes. * Bare foot walks on different surfaces including sand and wet sand, bumpy slabs and smooth slabs | * Offer lots of different textures for exploration with fingers, feet and whole body. Suggestions: wet and dry sand, water, paint and playdough – painting with hands and with feet. * Walking on wet grass without shoes on, exploring weather changes. |