



EIFS Statutory Educational Programme: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

At Saracens Bell Lane our children arrive with diverse experiences and interests. We value their unique contribution and see our role in opening the rest of the world to the children through the curriculum that we co-construct with them. We want our children to ask 'big questions' as they make sense of the world that they live in. We foster curiosity, fascination and nurture enquiring minds. We are respectful of children's social and cultural contexts and reflect these within our teaching. Values of appreciation, respect, tolerance, compassion, inclusion and acceptance of all are at the heart of this learning.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads of Knowledge	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference	
Finding out and exploring <i>Using Technology</i> <i>Asking questions</i> <i>Observing using sources of information including maps</i>	At all developmental stages we expect to see children developing skills, through first hand experiences, which enable them to: <ul style="list-style-type: none"> • explore • experiment • observe • problem solve • predict • to think critically • to make decisions • to discuss. 					ELG: Past and Present Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge
My World	To be able to notice difference between themselves and others	To be able to make connections between the features of their family and other families	To have a growing understanding of what makes them different but yet the same as their peers.	To be able to talk confidently about the important people within their lives.		

		To be able to Notice and celebrate differences between people			from observation, discussion, stories, non-fiction texts and maps; - 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;
Other Peoples in my World	To be able to notice difference between themselves and others	<p>To be able to make connections between the features of their family and other families</p> <p>To notice and celebrate differences between people</p> <p>To be able to show interest in different occupations through role play i.e., doctors, postman, refuse collectors.</p>	<p>To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others</p> <p>To be able to talk about different beliefs and different celebrations that occur throughout the year</p> <p>To respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others</p> <p>To be able to talk about different beliefs and different celebrations that the school community have celebrated.</p>	To be able to celebrate diversity within their community and talk about one another's differences and the different ways in which people live their lives and celebrate.	<p>- 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. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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>
My world in the past	.	Remembers and talks about significant events in their own experience.	<p>Remembers and talks about significant events in their own experience.</p> <p>To understand that there are days of the week that repeat and go in order;</p>	<p>To be able to comment on images of the past.</p> <p>To be able to recognise pictures of themselves from the past.</p> <p>To be able to talk about significant past events in their life.</p>	

			To have a developing understanding for how humans grow and change from being a baby, a child and an adult.		
The world around me	To happily explore and respond to natural phenomena in their environment	To explore collections of materials and make simple observations. To have a growing vocabulary of the natural world and the things they observe.	To be able to explore the natural world around them and talk about changes they see. To know how to care for the natural environment and living things in the sea To have an understanding of the need to care for the world around them.	To understand the purpose and use of a map. To have a developing understanding of the similarities and differences in other countries. To use a ever growing vocabulary to describe what they can see, hear and feel around them	