



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Summer 2
Class:	EYFS
Subject:	Understanding The World
Key Unit Question:	Reduce, Reuse, Repair, Recycle – How can I save the World in my lunchtime?
Key Themes:	Environment
Memorable Experience:	East Durham Garden Centre

EYFS Framework:

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.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Development Matters:

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different from the one in which they live
- Understand the effect of changing seasons on the natural world around them

Rationale:

From the moment children are born, they begin their exploring and discovery of the world and their place within it, often using all their senses as part of this never-ending process. Starting with the people and spaces closest to them, carefully and curiously navigating and making sense of their home, to then stepping outside and building a familiarity with the places and spaces nearby, to learning about communities and landscapes across the world. Designed to simulate learning about our planet and how we can care for it, reception children are inspired by stories and first-hand observations.

Prior Knowledge:

Children may have an understanding of some knowledge about their family history and milestones and be able to communicate those verbally

Children might be able to identify that certain items are similar or different and that something is 'old' or 'new'

Children may be able to identify how people have lived before them and understand that history has lasted a long time

What do we intend pupils to know and be able to do at the end of this unit?

- About their own families, how their families have lived throughout history and that they themselves are now a part of it
- How people have lived before them, sometimes long before they were born
- That certain people in history might have been very special or done something significant
- That history is being made where they live and all around the world
- That certain things have changed or stayed the same over time, such as housing, materials and clothes
- That society has been and still is made up of different types of people



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Share books about the topic. Some examples include:

- George saves the world by lunch time – the Eden Project
- The Paper-bag price
- The adventures of a plastic bottle
- Little monster saves the earth
- The three R's
- Peppa Pig's recycling
- One plastic bag – the recycling women of the Gambia
- Look out for litter
- Michael recycle
- Don't throw that away

I can choose recycled materials to create an invention

Children to explore different things around the world where materials have been reused or recycled to create something new, e.g.

- Brighton Waste House
- 1000 doors – South Korea
- Spiral and Joyxee Island – Mexico City
- Cano's Castle – Colorado
- Wat Pa Maha Chedi Kaew – Thailand

Literary Links:

- Rosie Revere Engineer
- Iggy Peck, Architect
- Izzy Gizmo
- 365 things to make and do right now

Art Links:

- Andy Goldsworthy
- HA Schult (Trash People)
- Tan Zi Xi (Plastic Ocean)

I can find recycling points in my classroom and around school

- Children to have a walk around the school grounds
- Children to be able to find key recycling places in school such as the classroom bins, the bin shed, compost bins etc.
- Children could build a model or draw a picture

Reduce, Reuse, Repair and Recycle! - Summer 2
How can I save the world in my lunchtime?

I can consider ways to keep the Earth cool

- [Go Jettors - Environment, weather and climate - BBC Teach](#)
- Ice Melting Experiments – Sensory Tray

I can sort materials into natural materials and man-made materials

- Children to sort objects into natural/physical objects and man-made/human objects
- Discuss how this happens on our planet too e.g., buildings/car parks are man-made/human features and trees and oceans are natural/physical

I can learn about significant Earth heroes, including:

- David Attenborough
- Greta Thunberg
- Jane Goodall
- Isatou Ceesay
- Paul Watson
- Isabella Tree

I can draw a 'map' of the classroom or school grounds

- Using language of proximity and direction in relation to landmarks, e.g. next to that large oak tree.
- Using relational language to help pupils describe 'where', e.g. before, after, next to, inside etc.
- Opportunities for group maps so that pupils can discuss and agree on where to put things.

Key Vocabulary:

- Earth
- environment
- climate
- energy
- landfill
- pollution
- recycle
- sustainable
- waste