



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

Our Curriculum – Medium-Term Planning



Term and Year:	Autumn 1
Class:	EYFS
Subject:	Understanding The World
Key Unit Question:	Who am I?
Memorable Experience:	Easington Village Walk

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: Past and Present

Children at the expected level of development will:

- 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.

Development Matters:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Rationale:

Children will start to explore the idea of history and the past by understanding their own past and history, looking at families and significant milestones in their lives so far. History will be centred around that of the child to give them a better understanding of it and to realise that they themselves are a part of history. Children will start to understand that history is made up of different people and events and that history is being made all around the world. They will learn that people have lived before and after them and that certain things have been very different and some things have stayed the same.

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 families. Some examples include:

- All Kinds of Families
- All About Me
- Mam (Anthony Browne)
- My Dad (Anthony Browne)
- The Great Big Book of Families (Mary Hoffman)
- Me and My Family Tree (Joan Sweeney)
- Peepol (Janet and Allan Ahlberg)
- My Two Grannies (Floella Benjamin)
- My Two Grandads (Floella Benjamin)
- In Every House on Every Street (Jess Hitchman)
- This Is How We Do It (Matt Lamothe)
- Do You Remember (Helen Docherty)

I can describe my house

- Read stories set in different homes
- If you could live anywhere, where would you live? Castle, treehouse, caravan, cave, in the jungle, underground etc.
- Draw a picture of your dream home.
- Children could compare their dream homes with others'.

I can talk about the features of my own environment

- Children can explore what is around them. Consider what is the weather like? What types of houses are there? Where do they live? How do they get to school?

Key Vocabulary:

- family
- parents
- grandparents
- brother
- sister
- auntie
- uncle
- cousin
- pet

Introduce/Use the language of time:

- A long time ago
- When I was little
- old
- new
- modern
- young
- past
- present

I can talk about members of my immediate family and my house

- Children to share pictures of their family and talk about who they live with and how they're related. Children might be able to write labels for pictures.
- Ask the parents/carers to share photos of them as children (if possible) with their child(ren). Ask the children to look for any similarities/differences between the picture of themselves and the picture of their family member. Maybe the parent had the same colour hair/eyes as their child, etc.

Marvellous me! - Autumn 1
Who am I?
All about me, Families,

I can find my way around school

- Children to have a walk around the school grounds and meet key adults.
- Children to be able to find key places in school such as the dining hall, the classroom and the playground.
- Children could build a model or draw a picture or a 'map' of the classroom or school grounds.

I can understand the difference between a long time ago and now.

I know my life is different from the lives of people in the past (starting with parents/grandparents)

- Have a look at a selection of old toys. Would the children play with them? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: 'toys I play with' and 'toys my parents/grandparents played with'.

I can put objects or events in order – beginning to develop chronological understanding

- Have a look at a selection of toys for babies. Would the children play with them/need them now? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: 'toys I played with when I was a baby' and 'toys I like to play with now'.
- Now look at some non-fiction books that show the different stages of growing up. Heinemann's *Human Life Cycles* by Anita Ganeri has good images for this task.
- Ask the children to order pictures from a baby to an old person. More able children might be able to read/write labels for the photographs.
- Now look at the photographs that the children have brought in from home. Ask the children to talk about what they can see. Compare their baby photos with their toddler photos and their photos of them as they are now. Ask the children to try to identify what is similar and different about themselves.
- Children (with the support of an adult) could attempt to create a simple timeline of their life e.g. I was born, my sister was born, we went on holiday, I started nursery, I started school.

End of Autumn Term:
Easington C of E Museum

At the end of the Autumn Term, Easington C of E Primary School will be holding a 'pop-up museum' to celebrate the children's work in History. Children in EYFS can showcase work from throughout the Autumn Term, including Autumn 2 – Heroes: Who helps us?