



### The BIG Picture

We understand that children will start with us having had a range of different experiences and that some will be more limited than others. We aim to enhance these experiences wherever possible for all children to make progress. In EYFS, we will prepare children for their education by pre-teaching key knowledge we are aware children will need to access the Key Stage 1 curriculum. We want to begin to teach children about their place in the world and just how big the world is.

### What do we already know? What can we already do? Knowledge Retrieval:

Children may come to school with a knowledge that they live in a house, and they will know how they get to school – either walk or by car/bus.

They may know where other family members live and how they get to their house.

They may know the location of local amenities such as a park or shop.

### Key vocabulary & understanding:

Earth, Globe, live, Runcorn, different place, Africa, weather, near, far, next to, behind, Murdishaw, map,

### NC objectives – EYFS

#### Understanding the World

3 / 4-year-olds:

Use all their senses in hands-on exploration of natural materials.

Begin to understand the need to respect and care for the natural environment and all living things.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### Reception

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

ELG: UTW: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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: UTW: The Natural World

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.

#### Mathematics

3 / 4-year-olds:

Understand position through words alone. For example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

### Specific unit objectives

- To know that the Earth is where we live.
- To know that a globe is a representation of the Earth.
- To know that a map is a pictorial representation of the Earth/the globe.
- To understand their location on a map.
- To understand that Africa is a different place with different ways of life.
- Follow a simple map.
- To use simple positional language – near, far, next to, behind
- To identify simple features of the local environment.
- To explore the world around us using our senses.
- To explore the changes that occur within each season.

### Key Knowledge

The Earth is where we live. A globe is what the Earth looks like from space. We live in Runcorn. Africa is a different place. The quickest way to get to Africa is by plane. In Africa, the weather is hotter than where we live. Use the words near, far, next to and behind to explain where something is.

### Key Questions

- Can children tell us where they live?
- Can children use simple positional language?
- Can children draw a simple map?

### Key Texts

- Naughty Bus – Jan and Jerry Oke
- Emma Jane's Aeroplane – Katie Haworth
- Lost and Found – Oliver Jeffers
- Little Cloud – Anne Booth
- Elmer and the Rainbow – David McKee
- Billy's Bucket – Kes Gray and Garry Parsons