

# Ticket to: a journey from novice to expert (Early Years Foundation Stage)



## Understanding The World - History

Our Historians begin their journey in the early years, through a rich, diverse, challenging and enquiry based curriculum, "Understanding the world". Historians study the past and present, exploring their families and communities, beginning with the familiar and personal, leading to new discoveries about the past. Through travelling back in time, we ignite a passion in our Historians, develop a sense of identity and an understanding of our diverse world.

By the end of Foundation Stage learners:

### Chronological understanding

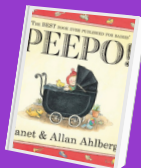
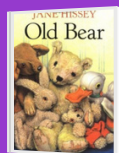
- Use every day language related time.
  - Order and sequence familiar events.
- Sequence, chronological events of familiar stories.
- Talk about past and present events in the lives and the lives of family members (sequence three photographs and describe the changes through the passage of time.

### Significance

- Recognise and describe, special times or events for family and friends.

### Historical Interpretation

- Begin to identify a way in which the past is represented (photographs)
- Use photographs to talk about their families past recognising the photographs tell stories about our past.
- Know that information can be retrieved from books and the Internet.
- Record own findings using marks they can interpret and explain.



Lower Foundation

### Historical enquiry

- Be curious about people and show interest in stories.
- Answer how and why questions in response to stories or events
- Explain own knowledge and understanding and ask appropriate questions.

### Hierarchy and power

- Talk about the life of people around them and their roles in society, e.g. police, kings and Queen

### Empire

- Discuss the past three characters, settings, and events encountered in storytelling- kingdom, invasion



### Cause and consequence

- Question why things happen and give explanations.
- Remember events from lived experiences and identifying simplistic consequences, e.g. lost toy, hurt knee.



### Change & Continuity

- Look closely at similarities and differences, patterns, Look closely at similarities and differences, patterns and change.
- Develop an understanding of growth, decay and change over time within their family.

### Similarity & Difference

- Know about similarities and differences between themselves and others, and among families, communities and traditions.



Upper Foundation

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Within 'Understanding the world', we learn about the Early Learning Goal, 'Past and Present'.



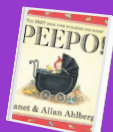
## In The Early Years Understanding The World - History , we:



- Immerse our novice historians in stories that help us to learn about the past, comparing and contrasting characters from stories,
- Talk about members of their immediate family and community and their roles in society.
- Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.
- Comment on images of familiar situations in the past
- Explore photographs, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.



- Compare and contrast characters from stories including figures from the past
- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.



Lower Foundation



Upper Foundation





# Ticket to: a journey from novice to expert (Early Years Foundation Stage)

## Understanding The world -Geography



Attenborough Avenue

Our geographers begin their journey to becoming exceptional explorers in their study of, "Understanding The world, People, Culture and Communities & The Natural World. Early Geographers are guided to make sense of their physical world and community through a range of personal experiences. We ignite geographers curiosity & fascination about the world & it's people, becoming compassionate citizens.

By the end of Foundation Stage learners:



### Space

Explorers develop an understanding of how natural and man-made spaces are designed for a particular purpose e.g. my school, my house



### Place

Explorers observe & talk about key features of places e.g. I know where I live & how it fits into my local community. Explorers discuss questions such as, 'what kind of place is this and why is it like this? How is the place changing? what would it be like to live here/ there?



### Scale

Explorers are beginning to understand that a place becomes 'bigger' when we 'zoom in' and take a closer look.



### Environment

Know how to care for the environment e.g. pick up litter, turn off lights, save water. Explorers show care and respect for living things & the natural environment. Explorers are developing to become 'environmental champions.



### Sustainability

Know that certain materials can be recycled and why we should do so. Explorers care for the world around them, recycling & conserving.



### Interconnection

Know that everyday items that I use & need can come from all around the world. Explorers are beginning to understand that people are connected with places in a variety of ways e.g. food supplies, jobs.



### Change

Explorers are developing their understanding of change in their immediate environment through observations & discussions e.g. seasonal walk/ journey sticks.

Lower Foundation texts



Upper Foundation texts



# Ticket to: a journey from novice to expert (Early Years Foundation Stage)



## Understanding The World -Geography




In the Early years, our explorers begin a lifelong journey of discovery. All learning builds on the experiences, knowledge and understanding developed through and in the Early Years Foundation Stage. A 'geographical dimension' to learning at any time contributes to learners sense of who they are and how they fit into the wider world. Our early geographers begin to develop a global perspective, a sustainable mindset and are empowered to see how they may begin to be difference makers who make positive contributions to the ever changing world in which they live.

We provide a curriculum which enables learners to **dream, explore and discover**, fostering creativity and curiosity in the wider world. Children have an innate sense of awe and wonder and a natural desire to enquire and be curious, our Early Years practitioners guide, question and maximise children's explorations and enquiry based learning.

Developing our youngest geographers understanding of key concepts in accessible ways, secures the foundations for later geographical learning.


Our carefully planned and progressive, small step learning journey begins in the Early Years and enables our geographers to move from **novice** to **expert** geographers. Geographical thinking is complimentary to all areas of learning in the Early Years, particularly personal and social development.


### In the Early Years Understanding The World:


 Nurtures our explorers senses, engages their emotions and develops a sense of place and belonging.




 Ignites our young explorers sense of awe and wonder and appreciation of the world and how to help look after it (sustainability)


 Fosters learners love of adventure and exploration - We Dream, Explore, Discover.

 Develops imaginative thought about places seen and those unseen and enables explorers to see futures full of possibilities.

 Enables learners to make sense of the world and themselves in relation to it.

 Empowers geographers through meaningful enquiry and exploration.

 Develops cultural capital, exploring the power of the here and now and everyday experiences.

 Develops essential personal social and communication skills through invitations for mapmaking, wayfinding and placemaking.





From the beginning of our geographical learning journey, our curriculum enables learners to develop a greater awareness of the world and its people and the relationships between them. A sense of belonging is significant in enabling learners to develop socially and emotionally and to prepare them for the next steps of their learning journey.



# ESSENTIAL SKILLS

In the Early Years, we develop essential qualities which will enable our geographers to progress on their journey from novice to expert. These enable our geographers to view the world through a geographical lens.

## Belonging



Appreciating their place in the world.

## Resilience



Explorers develop the confidence to be safe risk takers

## Enquiry



Building on our explorers curiosity through questioning

## Empathy



Listening to and thinking about the experiences and stories of others.

## Responsibility



Supporting geographers to use their geographical knowledge and thinking to take decisions and act with care.

## Relationships



Helping our youngest geographers to be mindful of sustainable interactions with people, places and environments.

A combination of enabling environments and guidance from skilled practitioners helps our youngest geographers develop their understanding of the key concepts that they will encounter throughout their journey along Attenborough Avenue. Geographical thinking is underpinned by geographical concepts. Early years geography includes being curious, exploring, discovering, asking and answering enquiry questions.

Our youngest explorers will develop their understanding of these concepts by asking and answering questions such as:

## Space



Where am I?  
How do I get there?  
Is it near or far?

## Place



What is it like here?  
What can I do here?  
How do I feel about it?  
What is special about it?

## Scale



How big is this ant's home?

## Environment



What animals and plants live here?

## Sustainability



How do these trees grow ?

## Interconnection



Where does my lunch come from?

## Change



How is this similar to & different to other places?  
How and why does this place change over time?

# Ticket to: a journey from novice to expert (Early Years Foundation Stage)



## Understanding The world

Understanding the world, our scientists explore, problem solve, predict, observe, think and communicate about our wonderful world. Through asking questions which lead to child led enquiry based learning children develop a sense of fascination and curiosity.

By the end of Foundation Stage learners:

### Biology

#### Habitats



Know that animals live in different environments

#### Animals including humans



Explorers observe & discuss the key features of a life cycle of a plant & animal (including a human).  
Know how to care for their own health & well-being e.g. drinking water, brushing teeth, exercising, sleep.

#### Plants



- Know that living things need different things to grow (plants need water & sunlight).
- Know how to grow and care for a plant.

### Chemistry

#### Materials

Know how to describe the materials they are touching e.g. soft, hard, rough, smooth  
Scientists explore collections of materials with similar & different properties.



#### Materials

Know & observe what happens when a material changes state e.g. chocolate melting/ water freezing.



### Physics

Know and observe seasonal changes.

Scientists use observational skills to note what happens to the weather/trees plants etc throughout the year.

Explorers investigate and discuss the different forces that they can 'feel' (gravity/ push/ pull)



Know that Earth has a moon that travels around our planet.

Know that a famous astronaut, Neil Armstrong, was the first person to set foot on the moon.



Know that shadows are formed when an object blocks light.  
Know - light & dark  
Explorers can use torches to create shadows.



### Working Scientifically

Explorers ask questions to find out more & talk about aspects of the world around them, using increasingly accurate vocabulary, making observations & recordings (e.g. pictures, mark making)

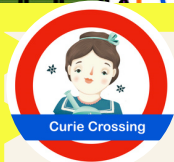


Explorers can discuss why things happen & how things work.

Explorers can observe similarities, differences, patterns & change.



Explorers can ask questions to deepen their understanding.



## Understanding The World - Science

Our Early years environment provides the essential foundations for scientific enquiry. The first step in any scientific enquiry is exploration or play. The fundamental characteristics of learning, 'playing and exploring; active learning and creating and thinking critically are encompassed in the area of learning 'Understanding the World'. Playful exploration is the precursor to scientific investigation. Hands on experiences help children to make connections between their thinking and the environment. 'Messy play' supports the development of ideas about materials this is early chemistry. Sensory experiences of the world help our novice scientists to develop their early scientific ideas. Examples of this could include a child exploring the effects of dropping or pushing items which is early physics and thinking about moving and growing which is early biology.

Nurturing children's fascination and learning - understanding the world - is science.

### In the Early Years Understanding The World, we:



Play - providing opportunities for our novice scientists to explore new concepts, sometimes with a supporting adult who will expect a child's thinking.



Observe - we listen to children's conversations and take opportunities to get involved in their play to clarify learning, extend their narrative and introduce new vocabulary. We work together to solve problems.



Ask questions to develop a child's thinking, engaging in open-ended questions and providing feedback.



Nurture our novice scientists curiosity, awe and wonder and fascination of the world.



Promote 'sustained shared thinking' by working together to solve problems.



Provide an equal balance between child initiated and teacher directed activities. Practitioners notice and respond to learners, extending children's thinking.



Engage in early scientific talk, to identify misconceptions, challenge thinking and encourage children to explain their reasoning.



Notice patterns and changes using simple equipment like magnifying glasses.

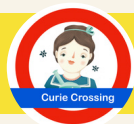


Share stories to tease the imagination and feed curiosity about the world.

These practices develop our novice scientists knowledge, understanding and skills that will enable them to think, communicate and be scientists along their journey on 'Curie Crossing' to become expert scientists.



Our youngest scientists develop essential skills that they will continue to develop on their journey to becoming an expert scientist.



# ESSENTIAL SKILLS

In the Early Years, we develop essential skills which will enable our scientists to progress on their journey from novice to expert. These enable our scientists to question, explore and discover the world through scientific enquiry.

## Curiosity



## Exploration and Discovery

## Enquiry/ Questioning (Working Scientifically)



## Observation (Working scientifically)



## Interpretation



Our novice scientists will be encouraged to be curious and questioning.

We wonder, we question; we seek to discover through exploration and play.

What may happen if..?

We see, we notice we wonder. We zoom in and zoom out looking in detail.

We look at similarities and differences, what has changed.

As a result of repeated experiences and opportunities to develop skills our early scientists are ready to extend and challenge their scientific thinking, knowledge and skills through immersion in our big ideas and key concepts.

**This enables our scientists to know more, learn more and remember more.**

## Curie Crossing

### Big Ideas



Think,  
Communicate,  
Be a Scientist



Explore &  
Discover



Curiosity



Interpretation



### Concepts



Working  
Scientifically



Variation



Similarity &  
Difference



Structure



Adaptation



Growth



Evolution



Function



Process



Cause &  
Effect



Changes



Energy

# Ticket to: a journey from novice to expert (Early Years Foundation Stage)



## Technology

In EYFS there are opportunities for children to use a range of technology to solve problems and produce creative outcomes. We recognise our youngest children's understanding of technology will play a vital role in their early development and their success with computing in the future.

I can explore technological toys with buttons, flaps mechanisms and moving toys.



I am aware of different technology around the home and school, and its purpose in every day life.

I can use technology for a purpose, including iPads and cameras.



I can use simple programmable toys for a purpose ( e.g Bee Bots)

I can use every day technology in my play.

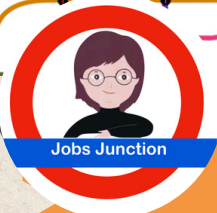


I am becoming aware about keeping myself safe when using technology.

Lower Foundation



Upper Foundation



Whilst the technology strand has been removed from the Early Years - Understanding The World, we continue to acknowledge the importance of ensuring that our learners are fully prepared for the next stages in their learning journey with a strong foundation of knowledge. Computing lessons in the Early Years Foundation Stage also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning.

We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we also ensure that they are fluent in computer literacy and all-important e-safety. Computing in Reception doesn't mean typing out a Word document or creating a code. In fact, teaching technology in the Early Years doesn't have to involve computer work at all.

**In The Early Years We:**

 Engage in play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

 Technology in the Early Years can mean taking a photograph with a camera or tablet

 Searching for information on the internet

 Playing games on the interactive whiteboard

 Exploring an old typewriter or other mechanical toys

 Using a Beebot

 Watching a video clip

 Listening to music





Allowing our young digital citizens the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in the next stage of their learning journey.

Our Computing lessons are largely cross-curricular with strong links to communication and language, mathematics, physical development and the characteristics of effective learning in particular.

# ESSENTIAL SKILLS

In the Early Years, our youngest Digital Citizens develop essential skills which will enable them to progress on their journey from novice to expert. These will enable our learners to become responsible, safe and creative users of technology.

## Digital Literacy



Our Digital Citizens begin to use technology safely and respectfully.

## Creativity



Creative play is a vital component of Early Years Education

## Logical Thinking



Enabling environments which develop critical thinking & problem solving. Self regulation & Executive Function are essential skills developed in the EYFS.



And so our journey from novice to expert Digital Citizens begins, later on our journey we will master our Big Ideas and Key Concepts which will help us make connections and commit our learning to our long term memories. Where will our journey take us?

# Jobs Junction

## Big Ideas



Think, Communicate Be a Digital Leader



Safe Digital Citizenship



Respectful Digital Citizenship



Computational Thinking



Algorithms



Digital Literacy

Information Technology



Computer Science



Abstraction



Data



Programming



Logical Thinking

# Ticket to: a journey from novice to expert (Early Years Foundation Stage)

## Understanding The world - Religious Education



Through the study of Personal, Social and Emotional Development and Understanding of the world, children discover that it is possible to live together peacefully with each of us playing our part in our multicultural world. Exploring our wonderful world, it's people and communities, children appreciate and value others, recognising that diversity is to be celebrated and embraced.

By the end of Foundation Stage learners:

Belief



Theologians will recount a biblical/religious story, using recently introduced vocabulary through talk for writing, song or role play.  
Theologians will respond expressively to religious stories, songs, dances and engage in imaginative play.

Theologians will talk about the lives of people around them.  
Know that people visit places of worship that are special to them.  
Theologians will talk about simple similarities and differences between people in their communities.

Impact



Connections



Know and talk about school values, the difference between right and wrong and good or bad choices.  
Theologians will show sensitivity towards their own and others needs & feelings.  
Theologians will respond to religious stories, and songs.

Theologians will listen attentively to a wide range of stories from different religions and ask questions about these.  
Use new vocabulary to talk about religious materials, artefacts, songs, celebrations and stories.  
Theologians will share their own ideas and beliefs.



Lower Foundation



Upper Foundation



Pupils encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They listen to and talk about religious stories. Our Theologians are introduced to our Words of worship (subject specific vocabulary) and use all their senses to explore beliefs, practices and forms of expression. They are encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live. RE is taught through all areas of the Early Years Foundation Stage curriculum, developing our Theologians key skills and knowledge and fully preparing them for the next stages in their learning journey as they travel across Gandhi Grove.

**In Understanding The World and Personal Social and Emotional Development (Religious Education) We;**



Engage actively with stories, non-fiction, rhymes and poems from different religious communities, taking opportunities to use and embed new words in a range of contexts, fostering an understanding of our culturally, socially and ecologically diverse world.



Develop and extend spoken language through exposure to our Theologians words of worship in a language-rich environment, gaining new vocabulary about religion and worldviews.



Discuss, organise, sequence and clarify thinking, ideas, feelings and events in religious stories and other materials.



Give children opportunities to answer 'who', 'how', 'when', and 'what' questions about their experiences in response to religious stories, celebrations and ideas from different traditions and communities.



Give children opportunities to use the words they are learning about spirituality and values to talk about how they and others show feelings.



Enable children to recognise difference simply, and to have a developing respect for their own cultures and beliefs, and those of other people.



Encourage children to show sensitivity to others' needs and feelings, as – in play and other means - they form positive relationships.



Observe and develop warm and supportive relationships with others and learn how to understand their own feelings and those of others providing opportunities for children to use a range of emotional language to express their feelings;



Enable pupils to recognise that their behaviour has an impact on others and develop empathy.



Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peacefully








Notice and respond to ideas about caring, sharing and kindness, 'spreading kindness like confetti'







-  Look for patterns and relationships and spot connections.
-  Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
-  Talk about the lives of people around them, understanding characters and events from stories.
-  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced.
-  Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Think,  
Communicate  
and Be a  
Theologian



Belonging



Diversity



Respect

Concepts



Belief



Impact



Connections

Our Early Theologians develop a positive sense of themselves, and others and learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and our enabling environments. Learners will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.