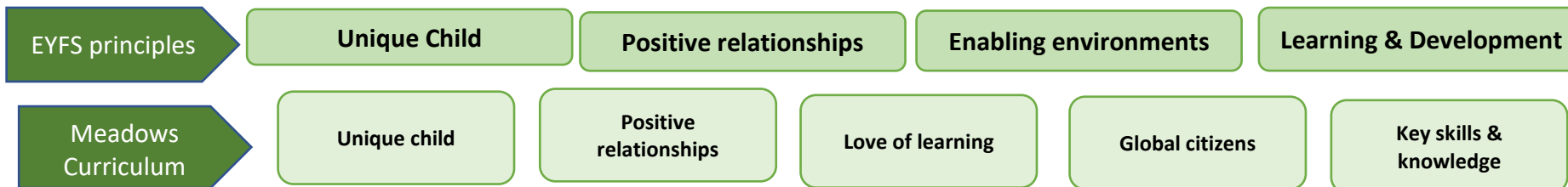


Meadows First School EYFS



Our Meadows curriculum drivers are built on the 4 principles from the EYFS framework and our wellbeing wheel. The rich opportunities in the EYFS provision and planned curriculum will enhance children's experiences, opportunities and vocabulary. There will be opportunities for children to explore their learning through play as well as through explicit teaching where appropriate. The enabling environment inside and outside will enhance learning opportunities in specific areas.

EYFS Area of Learning: (Understanding of the World UW) National Curriculum subject links: Geography

<p>I begin to: Show interest in different occupations. I am encouraged to: Describe a familiar route- draw own route to school Discuss routes and locations, using words like 'in front of' and 'behind'. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Recognise some similarities and differences between life in this country and life in other countries. – Divali, how Christmas is celebrated in different countries Recognise some environments that are different from the one in which they live.- Around the World and Beyond topic Draw information from a simple map – maps to help Father Christmas find Forest School</p>	<p>I am given: start with what is known and understood by the children then extending it from that point by providing them with a range of wider experiences. Think about it like this: the known to the unknown the familiar to the unfamiliar the local to the global Invite visitors in from a range of occupations – police, ambulance, farm visit Draw attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Opportunities to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. – Bromsgrove week Teach about a range of contrasting environments within both their local and national region (eg seaside, country, town)</p>	<p>Early learning Goals: UW – People culture & 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. UW- 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.</p>	<p>Focussed learning opportunities: Theme led exploration such as 'where we live' 'the world around us' Forest School</p> <p>Where would you see this subject specific learning: Enhanced provision if linked with a theme or topic – such as a table of maps and routes around Bromsgrove, places of interest in Australia/ Africa/ Polar World/ seaside/ hot countries/ under the sea/ in a forest/ in a jungle Outside area - tuff tubs – with small world leaves sticks rocks for a habitat or to teach a season (eg conkers acorns autumnal tuff tub) Taught sessions (1 week per topic) (as well as above)</p> <p>Specific assessments: (EYFSP)</p> <p>Resources, continuous and enhanced provision (rotation): books and displays about children's families around the world, or holidays they have been on. a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. images, video clips, shared texts and other resources to bring the wider world into the classroom. Share non-fiction texts that offer an insight into contrasting environments. Maps Globes Atlases (age appropriate) google maps Dolls from around the world – small world play that avoid stereotyping but show how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on (for example, when looking at Africa) Role play – area set up as a 'cold country' etc/ or to explore 'China' or as a profession such as hospital vet restaurant forest polar land etc Books such as Handa's Surprise, Penguin Small, The beaver & the Echo, Going on a Bear Hunt ,The Gruffalo,</p>
<p>Subject specific vocabulary: Plan and introduce new vocabulary related to exploration and encourage children to use it. Use relevant, specific vocabulary to describe contrasting locations. Model the vocabulary needed to name specific features of the world, both natural and made by people. Maps globe world Bromsgrove town country fields seaside England Great Britain UK rainforests jungle desert mountains Antarctic Arctic north pole south pole homes flats bungalows houses seasonal vocabulary weather vocabulary habitats routes journeys</p>			



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