



**Tudor Grange
Academies Trust**



**EYFS Curriculum Map:
Understanding the World**



Early Years Foundation Stage

Understanding the World Educational Programme	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.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ES & PS	Past and Present: History					
Knowledge and Skills	Talk about me now.		Talk about friends.		Talk about what they like at pre-school.	
	Talk about favourite objects.		Talk about things that happened earlier that day.		Talk about their next steps.	
	Talk about family.		Observe and handle objects/photos from the past.		Begin to understand that things change over time.	
	Talk about special events.		Begin to grasp that events happen in a sequence.			
What Past and Present looks like in ES & PS	• Children pointing at old photos and saying, "What's that?". • Looking at photographs of themselves, parents, or grandparents from the recent past. • Children repeating simple stories or facts they've heard about ‘before’. • Children knowing that they go to the toilet and wash their hands before lunch. • Children asking questions about the past, for example, "Did you have toys?". • Reading stories that talk about the past or how things used to be. • Discussing family routines or special, recurring events.					



Enriching Experiences	Look at photographs of past experiences throughout the year (e.g., floor books, photographs from home). Expectant mother visit and then new baby and mother visit.					
Vocabulary	Time: old, new, now, long time, before, after, yesterday, today. Change: same, different, change. Personal past: talking about things that happened earlier in the day. Sequence: first, next, last (though often used inaccurately at first).					
ES & PS	People, Culture and Communities: Religious Education					
Knowledge and Skills	Develop a sense of own immediate family, relations and pets.	Make connections between the features of their family and other families.	Imitate everyday actions and events from own family and cultural background.	Notice differences between people.	Learn that they have similarities and differences that connect them to, and distinguish them from, others.	Begin to have their own friends.
	Interested in photographs of themselves and other familiar people and objects.	Curious about people and shows interest in stories about people, animals or objects.		Make connections between themselves and others.		
	Begin to talk about different religions and cultures (Christianity, Islam, Sikhism, Hinduism).					
Festivals and Celebrations	* Add Eid al-Fitr & Eid al-Adha depending on dates that year.	Diwali Christmas	Luna New Year	Easter Mother's Day		Father's Day
What People, Culture and Communities looks like in ES & PS	- Using their senses to explore religious items, sounds, or places, like feeling a special cloth or listening to music from different cultures. - Experiencing and learning about different festivals (like Diwali, Christmas, Eid) through crafts, songs, and food to understand joy and special times. - Share photographs of children's families, friends, pets or favourite people. - Talking about their own home and experiences. - Reading simple picture books about families, kindness, or different traditions. - Exploring textured fabrics, musical instruments, or simple artifacts from different faiths. - Singing about love, friendship, and community.					



	Pretending to be in a family, a place of worship, or celebrating a festival.
Enriching Experiences	Exploring photographs from home. Visits from family members from a range of religions and cultures. Trips into the local area. Celebrations to mark religious festivals and special days.
Vocabulary	Special, birth, Christian, God, Jesus, Bible, pay, prayer, good, help, church, worship, Christmas, Easter, celebrate, religion, same, different, believe, think, Muslim, Mosque, Eid, Chinese New Year, Diwali, Sikh, family names, birthday.
ES & PS	The Natural World: Geography and Science
Knowledge and Skills Geography	Earth Components Know that the Earth is made of land (where we walk), water (where we swim), and air. Locational Awareness Enjoy stories about places and journeys. Recognise their home, school, and immediate surroundings. Use small world reconstructions, building on first-hand experiences. Weather & Seasons Observe daily weather. Observe the four seasons. Environmental Awareness Explore the immediate environment. Notice and name features of the environment. Explore and respond to different natural phenomena. Observe plants and animals. Develop respect for nature. Basic Mapping Know that a map is a picture of a place.



	Use simple maps in play.
Knowledge and Skills Science	Seasonal change Observe and talk about weather and seasons. Understand the concepts of day and night. Living things and their habitats Enjoy the natural world. Know they must respect and care for the natural environment and all living things. Observe and talk about animals and plants. Materials Identify colours, shapes, sizes and textures. Sort and match according to properties. Explore and talk about materials with different properties. Use their senses to explore natural materials. Observe changes when materials are heated, cooled and mixed. Cause-and-Effect Know that actions have results. Repeat actions that have an effect.
What The Natural World looks like in ES & PS	• Children noticing weather- "It's sunny today!" or "It's rainy, we need boots!". • Learning about people/animals through stories and observation. • Looking at and talking about bugs in the outdoor area. • Noticing features around school when on walks like the path or the big tree. • Children observing living things like animals and plants during walks. • Wondering why leaves change colour or why bubbles pop. • Wearing safety glasses, gloves, or a white t-shirt (as a lab coat/explorer) for pretend play. • Exploring magnets and different materials build understanding. • Children using magnifying glasses, measuring cups, buckets of water, or even just their hands. • Exploring cause and effect by pushing a button to make a toy move or dropping an item which makes a noise.



Enriching Experiences	Regular walks around school, using their senses to explore their environment. Trips into the local area. Photographs of children's homes and gardens.
Vocabulary	The Natural World- Geography Land/Ground: Earth, dirt, sand, soil. Water: sea, ocean, river, puddle, rain, sink. Sky: sun, cloud, moon, stars, windy, rainy, snowy. Nature: tree, flower, grass, hill, mountain (big hill), beach (sand by sea). Weather/Time: hot, cold, sunny, rainy, day, night, seasons (hot summer, cold winter). Places: home, house, park, shop, farm, city (big town), road, bridge. People: mummy, daddy, friends, baby. Things: car, bus, toy, food. The Natural World- Science Verbs: look, see, watch, find, ask, touch, feel, pour, mix, grow, change. Describing Words: big/small, hot/cold, wet/dry, hard/soft, smooth/rough, heavy/light, fast/slow, strong/weak. Sorting & Grouping: sort, group, same, different, match. Living Things: plant, flower, leaf, seed, animal, bug, bird, fish. Materials: water, sand, rock, wood, metal, mud. Weather: sun, rain, wind, snow.
ES & PS	Technology
Important Considerations when using devices with children: Minimise: Screen time must be minimal and focus on high quality educational, interactive content. Adult role: Screen time must be always guided by an adult; adults introduce tools, explain concepts, and facilitate learning. Educationally age-appropriate content: Only apps designed for learning through play (not just passive entertainment) are used in the setting.	



Unit	Technology Around Us	Technology for Learning	Safe Use of Technology	Programming	Technology for Learning	The Internet
Knowledge and Skills	Explore a range of technology, both functioning and model/ broken devices.	Turn on and operate some digital equipment. Know that tapping a screen makes something happen.	Begin to know how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time). Know to call an adult if something they don't like/ unexpected appears.	Operate a mechanical toy (e.g., turns the knob on a wind-up toy or pulls back on a friction car).	Learn about technology when out and about. Understanding simple interfaces, like icons and buttons. Tap, swipe and trace on a screen.	Use the internet to play educational games and watch educational videos with adult support. Look at images of interest online.
What Technology looks like in ES & PS	- Adults guiding children to take photos of creations using a tablet. - Children playing with CD players, MP3 recorders, or simple musical apps to explore sounds and rhythms. - Children playing with broken technology in the role play (e.g., telephones, mobiles, remote controls, microwaves, TV's etc). - Children exploring technology in the world: pressing pedestrian buttons, seeing scanners at the shop, or using a digital scale for weighing play food. - Watching familiar nursery rhymes or stories with an adult, pausing to talk about what's happening. - Using apps for counting, matching, sorting, solving problems. - Children tapping pictures in e-books to hear sounds or see animations. - Children using painting programs to draw.					
Enriching Experiences	Watching a video of the children singing. Safer Internet Day. Taking photographs during outings.					
Vocabulary	Technology around us: phone, TV, tablet, remote control, camera, button, plug, light, sound, music, picture Technology for learning: computer, smartphone, tablet, touch screen, tap, click, swipe, screen, information, learn Online safety: internet, safe, danger, like, don't like Programming: move, pull, turn, push, press, button					



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Past and Present: History					
Knowledge and Skills	Know that they were a baby.		Know that the environment around us changes as time passes.		Talk about events in the past.	
	Compare themselves now and when they were a baby.		Talk about past and present events that happened in the lives of familiar people.		Talk about past in order using first, then, next etc.	
	Begin to understand that their parents and grandparents were also once babies.		Talk about people they know and the jobs they do.		Identify how they have changed in appearance and skills from then to now.	
	Recall special events in their own lives.		Communicate findings by pointing to images and using simple language to explain their thoughts.		Listen to stories which include characters from the past.	
	Begin to talk about what they might want to be when they grow up.					
What a historian looks like in Nursery	- Looking at photographs of themselves as a baby and talking about how they have changed. - Talking about their parents and grandparents. - Recalling special events using photographs as prompts. - Noticing changes in the environment throughout the year. - Comparing modern items with old ones using books, objects, songs and photographs. - Talking about the holidays they have been on in the past.					
Enriching Experiences	Visitor to talk about their childhood and share photographs. New baby and mother visit.		Photos of the local area in the past.		Looking at photographs of past experiences from throughout the year (e.g., using floor book and photographs from home).	
Vocabulary	Historical enquiry: change, same, remember, photograph Chronological awareness: first, then, now, before, old, new, past, younger Topic knowledge: baby, child, adult, names of relations i.e. mum, granddad					



Nursery	People, Culture and Communities: Religious Education					
Solihull SACRE Agreed Syllabus for RE	A. Knowledge and Understanding			B. Skills and Attitudes		
	- Children should begin to know about the place of religion and belief in their local community. They begin to recognise diversity and the influence of those religions and worldviews, and explore questions about the meaning, purpose and value of life. - Children should begin to know about some of the key features of Christianity and at least one other religion or non-religious worldview, including key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories. Children should be given opportunities to: - begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship; - listen to and respond to stories; hear and use religious words.			- Children should begin to understand that people have a variety of life experiences and to recognise a range of emotions in themselves and in others. - Children should begin to know the difference between right and wrong, to value themselves, others and the world in which they live, recognising that they have responsibilities. They should start to reflect on their own experiences and those of others and express their own thoughts. Children should be given opportunities to: - use their senses in exploring religion and beliefs, practices and forms of expression; - reflect their own feelings and experiences; use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.		
SACRE RE Units	Unit 1 Key Question: Why is the word God so important to Christians? CREATION/GOD Religion: Christianity	Unit 2 Key Question: Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) INCARNATION Religion: Christianity	Unit 3 Key Question: Being Special: Where do we belong? THEMATIC Religion: Christianity, Hindu Dharma, Islam	Unit 4 Key Question: Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) SALVATION Religion: Christianity	Unit 5 Key Question: Which places are special and why? THEMATIC Religion: Christianity, Islam	Unit 6 Key Question: Which stories are special and why? THEMATIC Religion: Christianity, Islam, Judaism
Knowledge and Skills	Know that Christians believe that God made the world and everything in it.	Know that Christmas is important to Christians	Know why Christians believe that every person is special.	Know what happens when Jesus goes to	Know that a special place is somewhere people can feel happy, calm, and safe.	Know and can talk about things that are special to me.



	Know that the Bible is important to Christians because it teaches them about God. Know that Christians believe that God created every animal and it is important to take care of them. Know that a Church is a special place for Christians, where they go to pray and celebrate together. Know that Harvest is a time when Christians say thank you to God for the food that grows. Know that God is very important to Christians and that people should show respect to God.	because it celebrates the birth of Jesus. Know the main events and people in the Christian Christmas story. Know that Christians believe God came to Earth as baby Jesus (Incarnation) and why Christians call him the Light of the World. Know how Christians celebrate Christmas. Know why Christmas is a special time for Christians. Know who visited baby Jesus in the stable and why they went to see him. Know that Christians retell the Christmas story each year to remember that Jesus is special to them.	Know that Christians believe that they are fearfully and wonderfully made by God. Know why Christians believe that children are important and valued by God. Know where we belong and the different communities that people, including religious believers, are part of. Know how people show welcome to others. Know how some Christian babies are welcomed into God's family. Know how some Muslim babies are welcomed into their faith and family community. Know how Hindu brothers and sisters show love and care for each other during the	Jerusalem on Palm Sunday. Know how Christians celebrate Palm Sunday in Church. Know why the cross is important to Christians. Know some Easter symbols. Know how Christians believe Easter is about new life. Know why Easter is important to Christians. Talk about the events of the Easter Story. Know why the cross and the empty tomb are significant symbols for Christians at Easter time.	Know what a special place for me is. Know that a Church is a special place for Christians. Know why churches are special places for Christians. Know that a Mosque is a special place for Muslims. Know why Mosques are special places for Muslims. Know that different people have different special places. Know the importance of showing respect to people's special places.	Know and can talk about things that are special to Christians. Know some stories that are special to Christians. Know that Christians believe stories from the Bible teach them how to treat others. Know some stories that are special to Jewish people. Know what the holy book for Muslims is. Know some stories that are special to Muslims.
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			festival of Raksha Bandhan.			
What a theologian looks like in Nursery	- Discussing artefacts, clothes and photos related to children's own worldviews. - Visiting special places including local places of worship. - Exploring their own identity, family and household, and appreciating difference.		- Cooking and tasting food enjoyed by their own, and other, communities. - Using their senses when exploring their locality and using natural objects to create artwork. - Taking part in role play, on stories, home and community events.		- Listening and responding to the music of different instruments and from a range of religion and worldviews. - Hearing and discussing stories about children's different worldviews. - Beginning to think about where and how their lives are similar and different to those they encounter in an RE context.	
Enriching Experiences	Family day Attending services in the local church Nativity Performance		Lunar New Year celebration Easter Workshop Mother's Day celebration		Visits from people with a range of religious and non-religious world views Father's Day celebration	
Vocabulary	Christian Bible Church Harvest Creation God Special Pray Respect	Christian Jesus Christmas God Incarnation Special Celebrate Remember	Christian God Special Important Value Community Religion Religious Welcome Baptism Muslim Hindu Raksha Bandhan	Jesus Jerusalem Palm Sunday Church Cross Easter Celebrate Symbol Life Tomb	Special Christian Church Muslim Mosque Different Pilgrimage Holy Bible Imam Qur'an Vicar	Christians Bible Muslims Torah Believer Text Stories Jews Qur'an Special
Nursery	The Natural World: Geography					
	Location knowledge Recognise the name of their school and the place where they live.		Location knowledge Recognise the name of where they live (town and country).		Location knowledge Know that they live on Earth. Place knowledge	



Knowledge and Skills	Place knowledge Notice and name the features of their immediate environment (the classroom/ school/school grounds). Environmental, human and physical geography Know that there are different countries in the world. Talk about the features of other countries they have experienced or seen in photos and how they are different to this country. Know how to look after the environment with adult support. Science overlap Know the weather changes throughout the year. Name the main types of weather. Notice changes in the natural environment throughout the year. Begin to understand the need to respect and care for the natural environment and all living things. Geographical Skills and Fieldwork Begin to know that a map is a picture of a place. Begin to know that a place and its features can be represented in a picture (classroom).	Place knowledge Notice and name the features of their immediate environment (their home). Recognise and name the features of their local environment. Environmental, human and physical geography Know that there are different countries in the world. Talk about the features of other countries they have experienced or seen in photos and how they are different to this country. Know how to look after the environment with adult support. Science overlap Know the weather changes throughout the year. Name the main types of weather. Notice changes in the natural environment throughout the year. Begin to understand the need to respect and care for the natural environment and all living things. Geographical Skills and Fieldwork Begin to know that a map is a picture of a place. Begin to know that a place and its features can be represented in a picture (room in their home). Describe some features of a familiar route. Describe locations.	Recognise and name features of different environments. Environmental, human and physical geography Know that there are different countries in the world. Talk about the features of other countries they have experienced or seen in photos and how they are different to this country. Know how to look after the environment with adult support. Science overlap Know the weather changes throughout the year. Name the main types of weather. Notice changes in the natural environment throughout the year. Begin to understand the need to respect and care for the natural environment and all living things. Geographical Skills and Fieldwork Begin to know that a globe is a model of Earth.
	Exploring - Exploring and using the classroom, school and its grounds with adult support. - Explore the outdoor area noticing changes. Observing	Exploring - Showing an interest in places locally and places they have been. - Exploring the local area with interest adults who scaffold their learning.	Exploring - Exploring maps, atlases and globes. Observing - Talking about a place they have visited using photographs to support.



What a geographer looks like in Nursery	• Making observations about the features of places. • Recognising features on a map (real or imaginary). Finding Out • Ask questions about the world around them. • Where am I? How did I get here? Representing • Creating real or imaginary maps even if features are indistinguishable. • Beginning to use modelled directional vocabulary when describing features in their surrounding environment.	Observing • Looking at and talking about photos of their homes and comparing them to their classmates' homes. • Talking about where they live using simple geographical language. Finding Out • Sharing knowledge linked to the places they visit regularly. • How can I help to take care of the planet? Representing • Use marks to represent their home. • Following routes on a car map in small world play. • Building models of buildings and geographical features in the construction or small world/block play areas.	Finding Out • Sharing books about the world, weather and the environment. • Discussing features of the different environments in stories and images. Representing • Talking about how we can look after our planet. • Role playing visiting places they are interested in and would like to explore.
Enriching experiences	Walk around the school and its grounds.	Walk to the local park-identify road names, familiar features and places of importance. Photos of homes.	Trip to the farm. Photos, artefacts from holidays. Visitors from other countries.
Vocabulary	Locational Knowledge- School name, town name, England, town, country, place, school, world, home, family Place Knowledge- School, classroom, corridor, hall, area names, toilets, cloakroom, outdoor area, playground, plants, trees, bushes, flowers, grass, ground, wall, animals, birds, caterpillars, bees, butterflies, bark, park, home, shop, road, same, different, place Human and Physical Geography- Patterns, change, same, different Human: house, home, park, school, shop, road, map, family, place, road, path, crossing, traffic light Physical: weather, rainy, sunny, cloudy, windy, world, town, countryside, seaside, jungle Geographical Skills and Fieldwork- straight, bottom, top, outside, inside, in, down, under, behind, below, journey, map, look, find		



Nursery	The Natural World: Science		
Knowledge and Skills	Humans Know the titles of immediate family members Describe their own key features (hair, eyes, skin, size, gender) Identify wide age differences Know how to wash their hands well Know how to use the toilet Know when they feel hot and cold and how to respond to this Knows what to do to stay safe at school Knows that fruit and vegetables are part of a healthy diet. Seasonal changes (Autumn) Know the weather changes throughout the year. Name the main types of weather. Notice changes in the natural environment throughout the year. Living things and their habitats Begin to understand the need to respect and care for the natural environment and all living things. Materials Describe materials and objects according to how they look, feel, smell, sound and taste. Explore collections of materials with similar and/or different properties. Know that ingredients change when mixed, cooked, heated and cooled.	Humans Understands that it is important to clean our teeth. Knows how to brush their teeth well. Talks about healthy food and a balanced diet Knows that exercise and sleep is good for them Seasonal changes (Winter and Spring) Know the weather changes throughout the year. Name the main types of weather. Notice changes in the natural environment throughout the year. Animals, excluding humans Name and describe animals Understand the key features of the life cycle of a plant and an animal Compare adult animals to their babies Observe how baby animals change over time Living things and their habitats Know how to plant seeds and bulbs and care for growing plants. Notice how plants change over time. Explain that a seed or bulb grew into a plant and then died. Begin to understand the need to respect and care for the natural environment and all living things. Electricity Explore how things work Identifies electrical items Identifies items powered using batteries	Humans Knows appropriate materials to protect themselves from the Sun Seasonal changes (Summer) Know the weather changes throughout the year Name types of weather Notice changes in the natural environment throughout the year Materials: Describe materials and objects according to how they look, feel, smell, sound and taste. Know that ingredients change when mixed, cooked, heated and cooled. Forces Explores and talks about the forces they can feel. Animals, excluding humans Name and describe animals Understand the key features of the life cycle of an animal Compare adult animals to their babies Observe how baby animals change over time Begin to understand the need to respect and care for all living things



	Forces Explores and talks about the forces they can feel.	Understands how to stay safe around electricity and batteries Knows how to conserve energy	
What a scientist looks like in Nursery	Classifying - Sort images of humans according to their age. - Sort using different senses. - Sort materials using simple properties. - Sort objects according to whether they are magnetic or not. Researching - Find out about the human life cycle from an expectant mother, parent with a baby and elderly person. Observing over time - How does a baby change over time? - How does the cake mixture change? - How does chocolate change when heated?	Classifying - Identify devices that use batteries and/or mains electricity. Researching - Look at seed and bulb packets to learn how to plant and care for them. Observing over time - How does a plant change as it grows? - What happens to fruit, vegetables and flowers when left over time? Comparative testing - Compare how quickly different seeds/bulbs germinate. - Compare how different vegetables grow.	Classifying - Match animals and their young. Researching - Find out more about the life cycles of the animals observed. Observing over time - How does the ... change over time? Comparative testing - Compare the path of different wind-up toys. - Compare how easy it is to ride a scooter or bike on different surfaces.
Enriching Experiences	Photographs of the children with their families. Photographs of the children as babies Visitor- pregnant mother/mother with baby/ elderly person Autumn walk Making cakes	Living eggs Winter walk Spring walk	Educational visit to the Farm Summer walk Baking bread
Vocabulary	Working scientifically: look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group Living things and their habitats: plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow, natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern		



Understanding the World

EYFS Curriculum Map

	Animals, excluding humans: egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes Humans: grow, change, baby, toddler, child, adult, old person, brother, sister, mother, father, grandmother, grandfather, friend, family, boy, girl, smell, taste, touch, feel, hear, see, blind, deaf, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), wash, flush, clean, safe, unsafe, healthy, unhealthy Seasonal changes: spring, summer, autumn, winter, change, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers Materials: mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric Light: light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror Forces: object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow Electricity: battery, plug, socket, electricity, wire, sound, light, move Sound: sound, noise, loud, quiet, high, low, music, bang, blow, pluck, soft, hard, fast, slow, names of instruments (see in music curriculum)					
Nursery	Technology					
Unit	Technology Around Us	Technology for Learning	Safe Use of Technology	Programming	Technology for Learning	The Internet
Knowledge and Skills	Talk about technology that is used at home and at school. Explore what a range of technology, both functioning and model / broken devices can do.	Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Understand how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time). Identify who makes them feel safe.	Understand that operations can be predicted and have a cause and effect (e.g., press a button turns on/off).	Explore a range of computer applications with adult support. Know how to operate simple equipment.	Use the internet to play games and watch things. Know the internet can be used to find things out. Look at and selects images of interest online.



Understanding the World EYFS Curriculum Map

		Use a range of technology to explore and interact with the environment. Use technology when out and about.	Know what to do if something makes them uncomfortable online.	Pushes buttons to make a programmable toy move. Respond to programming games.	Know that information can be retrieved from digital devices and the internet.	
What technology looks like in Nursery	• Playing with defunct and pretend technological equipment in the role play (e.g., mobile phones, keyboards, cameras, toasters, kettles, microwaves etc). • Playing with torches in dark dens. • Taking photographs of and displaying children at work. • Videoing a class song or story to share with parents.	• Identifying technology risks in the environment. • Joining in with programming games such as Simon Says. • Using simple software such as Bee Bots and Ipad apps. • Talking about who they would tell if something upset them online.	• Taking photos and talking about them. • Search for and find images and information online. • Viewing websites which encourage early exploration of age-appropriate content such as CBeebies. • Using the IWBs or tablets to access mark making software or number apps.			
Enriching Experiences	Watch a video of the class performance.	Safer Internet Day	Taking photographs during the school trip.			
Vocabulary	Technology around us: mobile phone, tablet, computer, camera, hand dryer, automatic door Technology for learning: computer, keyboard, mouse, click, screen, smartphone, tablet, touch screen, information Online safety: internet, safe, danger Programming: move, arrow, direction, control, instruction, buttons, robots					



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Past and Present: History					
Knowledge and Skills	Know that they began life as a baby but have since grown and changed.	Know that some photographs and drawings represent the past.	Talk about significant people and events in the past. Reflect on past events from this year.			
	Know someone’s age is the time since they were born.	Know that, in fairy tales, kings/queens are usually important people who rule over others.	Sequence some significant events in their life.			
	Know that some people are older than others.	Know that some stories are set a long time ago.	Use common words and phrases about the passage of time, even if used inaccurately.			
	Know that parents are older than children and grandparents are older than parents (beginning to understand the concept of generations).	Know that stories/ books can tell us about the past.	Know that the environment around us changes as time passes.			
	Know some language for talking about the passing of time and events that have already happened, even if use incorrectly.	Use stories and non-fiction books to find out about life in the past.				
	Recognise significant dates for them (their birthday). Comment on images of familiar situations in the past.	Begin to recognise similarities and differences between the past and today.				
	Talk about past and present events in their own life and in the lives of family members.	Ask questions about the differences they can see in photographs or images that represent the past.				
		Decide whether photographs or images depict the past.				
		Talk about how people lived in the past.				
		Talk about the similarities and differences between things in the past and things now.				
	What a historian looks					
	- Spotting who is who from baby photos of their classmates. - Sorting photographs from the past and the present. - Talking about how they have changed over time.					



like in Reception	- Ordering pictures from baby to elderly person. - Using photographs and stories to compare the past with the present day.					
Enriching Experiences	Visitor to talk about their childhood and share photographs.	Photos of the local area in the past.			Looking at photographs of past experiences from throughout the year.	
Vocabulary	Historical enquiry: ask, investigate, explain, question, sort, group, compare, similar/ difference, change, same, remember, memory, celebration, special, photograph Chronological awareness: morning, afternoon, evening, order, now, present, past, recent, future, date, before, today, tomorrow, memory, old, new, after, long ago Topic knowledge: baby, toddler, child, grown, adult, teenager, parent, grandparent, King, Queen					
Reception	People, Culture and Communities: Religious Education					
Solihull SACRE Agreed Syllabus For RE	A. Knowledge and Understanding			B. Skills and Attitudes		
	- Children should begin to know about the place of religion and belief in their local community. They begin to recognise diversity and the influence of those religions and worldviews, and explore questions about the meaning, purpose and value of life. - Children should begin to know about some of the key features of Christianity and at least one other religion or non-religious worldview, including key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories. Children should be given opportunities to: - begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship; - listen to and respond to stories; hear and use religious words.			- Children should begin to understand that people have a variety of life experiences and to recognise a range of emotions in themselves and in others. - Children should begin to know the difference between right and wrong, to value themselves, others and the world in which they live, recognising that they have responsibilities. They should start to reflect on their own experiences and those of others and express their own thoughts. Children should be given opportunities to: - use their senses in exploring religion and beliefs, practices and forms of expression; - reflect their own feelings and experiences; use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.		
Solihull SACRE Units	Unit 1 Key Question: Why is the word God so important to	Unit 2 Key Question: Why do Christians perform	Unit 3	Unit 4 Key Question: Why do Christians put a cross on	Unit 5	Unit 6



	Christians? CREATION/GOD Religion: Christianity	Nativity plays at Christmas? (Why is Christmas special for Christians?) INCARNATION Religion: Christianity	Key Question: Being Special: Where do we belong? THEMATIC Religion: Christianity, Hindu Dharma, Islam	their Easter Garden? (Why is Easter special to Christians?) SALVATION Religion: Christianity	Key Question: Which places are special and why? THEMATIC Religion: Christianity, Islam	Key Question: Which stories are special and why? THEMATIC Religion: Christianity, Islam, Judaism
Knowledge and Skills	Know that Christians believe that God created the world. Know that Harvest is a special time for Christians where they say thank you to God. Know why and how Christians celebrate Harvest. Know that Christians believe that God asked Adam to name all of the animals in the world. Know that Christians believe that they are responsible for caring for God's world. Know that Christians believe God is the most important thing in their lives.	Know when Christians believe Jesus was born. Know that Christians believe Jesus was the new King of the world. Know that Christians believe that Jesus was both God and a human at the same time. Know about the ways Christians celebrate Christmas. Know that Christians believe the Wise Men visited Jesus when he was born. Know how Christians believe it is important to follow the original stories in the Bible.	Know what makes Christians feel that they are special to God. Know why Christians believe that children are special to God. Know which groups some religious people belong to. Know how babies are welcomed into the Christian family. Know how some babies are welcomed in the Muslim tradition. Know how Hindu brothers and sisters show their love for each other.	Know about Palm Sunday. Know why Christians shouted 'Hosanna' on Palm Sunday. Know why Christians receive palm crosses on Palm Sunday. Know why the symbol of the cross is important to Christians. Know why eggs are significant of new life at Easter time. Know the importance of the Easter story. Know ways of how Christians celebrate at Easter time. Know that some Christians create Easter gardens.	Identify a special place to me. Identify special places to others. Know that people's special places can be different. Know a special place for a Christian. Know what makes a Church special to Christians. Know where a holy place for Muslims is. Know what makes a Mosque holy for Muslims. Know what is important in a Church. Know what is important in a Mosque.	Know and can talk about things that are special to me. Know and can talk about things that are special to Christians. Know some stories that are special to Christians. Know that Christians believe stories from the Bible teach them how to treat others. Know some stories that are special to Jewish people. Know what the holy book for Muslims is. Know some stories that are special to Muslims.



	Know why God is so important to Christians.			Know why Christians put a cross on their Easter garden.		
What a theologian looks like in Reception	- Exploring how light is used in some celebrations - Creating artefacts or scenarios and discussing their significance e.g. Diva lamp, Christingle. - Describing and exploring rites of passage e.g. new baby ceremonies, marriage, festivals, celebrations.		- Asking questions and wanting to find things out. - Enjoying listening to and meeting visitors from a range of religious and non-religious worldviews. - Looking and responding to art from a range of cultures, religions and worldviews.		- Listening to, and talking about, religious stories – retelling and sequencing events including through small world play. - Respectfully handling and discussing real life objects and artefacts. - Watching videos of children’s different worldviews, festivals, right of passage or special journeys as a stimulus for ideas and discussion.	
Enriching Experiences	Family day Attending services in the local church Nativity Performance		Lunar New Year celebration and workshop Easter Workshop Mother’s Day celebration		Visit to a place of worship Visits from people with a range of religious and non-religious world views Father’s Day celebration	
Vocabulary	Christians God Creation Bible Adam Eve Parable Precious Pearl Jesus	Incarnation Jesus Christmas Mary Joseph Shepherds Angel Star Magi Manger	Muslims Hindus Christians Jesus Baptism Raksha Badhan Welcome Love Special Rakhi	Jesus God Salvation Easter Hosanna Palm Good Friday Donkey Sunday Disciples	Christians Pilgrimage Muslims Holy Church Bible Mosque Imam Qur’an Vicar	Christians Bible Muslims Torah Believer Text Stories Jews Qur’an Special
Reception	People, Culture and Communities & The Natural World: Geography					
	Locational knowledge Name of their school and the place they live.		Locational knowledge The name of the place they live (street, town, country).		Locational knowledge The name of the capital city in which they live.	
	Place knowledge				Place knowledge	



Knowledge and Skills	Describe the features of the environment around us (school). Environmental, human and physical geography Know there are four seasons in a year. Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons. Know the weather and seasons change throughout the year. Name types of weather. Describe how trees and plants change throughout the year. Geographical Skills and Fieldwork That a place and its features can be represented in a picture. A map is a picture of a place. Describe directions.	Place knowledge Describe the features of the local area. Environmental, human and physical geography Describe the features of different places. Know there are four seasons in a year. Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons. Know the weather and seasons change throughout the year. Name types of weather. Describe how trees and plants change throughout the year. Geographical Skills and Fieldwork That a place and its features can be represented in a picture. A map is a picture of a place. Describe a familiar route. Describe directions.	Describe the features of places in countries other than this country. That places within this country can differ from each other. Describe differences between places in this country and places in other countries. Environmental, human and physical geography Describe the features of different places. Describe different bodies of water. Water is usually represented in blue on a map or a globe. Begin to understand the influence humans have on the world. Know there are four seasons in a year. Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons. Know the weather and seasons change throughout the year. Name types of weather. Describe how trees and plants change throughout the year. Geographical Skills and Fieldwork A map is a picture of a place. A globe is a model of the Earth. Describe directions.
What a geographer looks like in Reception	Exploring • Exploring and using the school and its grounds. • Looking at and talking about maps in stories and non-fiction books.	Exploring • How and why does this place change over time? • Walking around the local area noticing its features.	Exploring • Exploring maps, atlases and globes. • How is this place similar and different to where I live?



	- Taking part in treasure hunts using simple maps or directional/positional language. Observing - Commenting on the features they see in their school and school grounds/local area. - Recognising features on a map (real or imaginary). Finding Out - Ask questions about the world around them. - What is it like here? How do I feel about it? Representing - Drawing simple maps based of real and imaginary places.	Observing - Looking at and talking about photos of homes from around the world - Talking about where they live using simple geographical language. Finding Out - Sharing knowledge linked to Geographical interests. - Using IT to find out about the local area. Representing - Representing a place they have seen though art and technology - Building models of buildings and geographical features in the construction or small world/block play areas.	Observing - Talking about differences and similarities between themselves and the lives of others. - Identifying land and water on a map or globe. Finding Out - Using IT to find out about other countries and the lives of other children. - Discussing how environments in stories and images are different to the environment they live in. - How does what I do impact the planet? Representing - Writing about a place they have seen. - Role playing visiting places they are interested in and would like to explore.
Enriching Experiences	Walk around the school and its grounds.	Walk around the local area-identify road names, familiar features and places of importance. Visitors- People Who Help Us	Trip to the zoo. Lyfter video- different places in Africa. Family visitor-someone who previously lived in another country- photos and talk.
Vocabulary	Locational Knowledge- school name, town name, city name, England, street, town, city, country, same, different, similar, difference, world, place Place Knowledge- playground, dining hall, office, big tree, small plant, bright flower, brick house, busy bus station, hot, cold, windy, sunny, snowy, cloudy, wet, dry environment, features, place, world Human and Physical Geography- patterns, change, observe, explain, environment, compare, different, difference, same Human: steps, ramp, gate, path, road, street, building, house, cottage, flats, bungalow, church, mosque, post office, shops, library, medical centre, fire/police station, train station, bus station, airport, car park, park, bus stop, post box, lamp post, roundabout, village, town, city, pollution		



	Physical: cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter, land, field, hill, mountain, pond, lake, river, sea, tree, woodland, forest, beach, countryside, rainforest, desert, polar, world Geographical Skills and Fieldwork- direction, location, left, right, behind the wall, next to, in front of, end, above, below, under, on, near, far, close to, underneath, step forwards, step backwards, far away from, aerial, bird's eye view, map, photograph, atlas, globe, identify, feature, route, search, travel		
Reception	The Natural World: Science		
Knowledge and Skills	Humans: Know the titles of family members. Describe key family members features (hair, eyes, skin, size, gender). Identify age differences. Knows that washing hands helps us to stay clean and healthy. Appropriate use of toilet. Risks in the environment and how to stay safe. Fruit and vegetables are part of a healthy diet. Seasonal change (Autumn) – geography Know there are four seasons in a year. Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons. Know the weather and seasons change throughout the year. Name types of weather. Describe how trees and plants change throughout the year. Identify animals that hibernate or migrate for the Winter. Materials: Objects are made of one or more material.	Living things and their habitats: Name the trees and plants they see regularly. Describe some of the key features of these trees and plants. Know how to plant seeds and how to care for them. Describe how plants change over time. Understand the key features of the life cycle of a plant. Seasonal changes (Winter and Spring) Know there are four seasons in a year. Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons. Know the weather and seasons change throughout the year. Name types of weather. Describe how trees and plants change throughout the year. Living things and their habitats: Understand the need to respect and care for the natural environment and all living things. Materials, including changing materials: Describes how materials change when heated and cooled.	Humans Describes different ways to protect themselves from the Sun Seasonal changes (Summer) Know there are four seasons in a year. Know that the terms Spring, Summer, Autumn and Winter are used to describe the seasons. Know the weather and seasons change throughout the year. Name types of weather. Describe how trees and plants change throughout the year. Living things and their habitats: Understand the need to respect and care for the natural environment and all living things. Animals, excluding humans: Name and describe animals that live in different habitats. Describe different habitats. Light: Know that shadows occur when light is blocked. Describe how shadows change throughout the day.



	Identify and name common materials. Describe materials by obvious properties. Choose materials based on their properties. Living things and their habitats: Identify and name animals in the environment. Describe where the animals live and what they eat. Understand the need to respect and care for the natural environment and all living things. Light: Name different sources of light. Know that shadows occur when light is blocked.	Observe and describe how objects melt. Make a sensible prediction, observe, notice, make comparisons and draw conclusions. Forces: Explore and talk about the different forces they can feel. Compare how things move in the wind. Know that some objects sink and some float and why. Explore how objects move in water. Explore how to change how things work.	Earth and space: Name and describe the Earth, Sun, Moon, planets and stars.
What a scientist looks like in Reception	Classifying - Sort images of people according to their characteristics. - Name and describe plants and animals they find in the school grounds. Researching - Find out about the weather and seasons. - Find out about how animals behave in different seasons. Observing over time - How does the natural world change with the seasons? Pattern seeking - What is the same/different about our families?	Classifying - Which clothes are suitable for each season? Researching - Find out information from visitors (dentist, nurse etc.). Observing over time - How does the block of ice/snowman change over time? - How does cake mixture/bread dough change as it is cooked? - Record observations. Comparative testing - How quickly do ice cubes melt in different areas of the playground? - How many cubes/small plastic animals can fit in different boats? - Compare how things move in the wind.	Classifying - Sort animals according to where they live. - Which objects/materials make dark shadows? Researching - Learn about animals in a different habitat. - Find out about shadows. Observing over time - How does a toy's shadow change during the day? Comparative testing - Make and testing air-propelled rockets to find out which is the 'best'. Pattern seeking - Find out about the Solar System, stars and space travel.



		Pattern seeking Look for plants in different areas of the school grounds.	
Enriching Experiences	Photographs of families. Visitor- pregnant mother/mother with baby/ elderly person Autumn walk.	Cooking in the kitchen with the school cook. People who help us visits. Winter walk. Spring walk.	Educational visit to the Zoo Summer walk.
Vocabulary	Working scientifically: look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group Living things and their habitats: natural, plant, tree, bush, flower, vegetable, herb, weed, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, conkers, acorns, twigs, shells, feathers, pebbles, stones, bulb, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest), same, different, pattern Animals, excluding humans: egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice Humans: grow, change, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman, smell, taste, touch, feel, hear, see, blind, deaf, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, wash, flush, clean, germs, safe, unsafe, risk, healthy, unhealthy, diet Seasonal changes: spring, summer, autumn, winter, seasons, change, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers Materials: ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, fabric, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back, mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, blended Light: light, torch, bulb, lamp, spotlight, shiny, bright, sun, shine, glow, mirror, shadow, shady, clouds, torch, see-through, not see-through, source, light source		



	Forces: push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce Sound: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar (see in music curriculum) Earth and space: Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float					
Reception	Technology					
Unit	Technology Around Us	Technology for Learning	Safe Use of Technology	Programming	Technology for Learning	The Internet
Knowledge and Skills	Identify a range of technology they use at home and at school. Operate devices and equipment in school, sometimes with adult support. Know how to interact with computer systems using different inputs (e.g., by using a mouse, touch, voice).	Use recording devices to take pictures and videos. Engage with digital device to learn new things. Select and uses technology for particular purposes. Notice, comments on and uses technology when out and about.	Know how to use ICT apparatus safely (e.g., batteries, plug sockets, ICT and water, limits on screen time). Identify some simple examples of my personal information (name, address, birthday, age, location). Identify who they trust with their personal information.	Listen to and follow instructions. Give instructions to a partner to compete a task. Instruct programmable toys with the support of an adult. Know how to use simple software applications to make something happen.	Use a computer to paint a picture with adult support. Create content using a device. Know that work can be saved and retrieved.	Begin to learn how to use web pages to find things out. Follow shortcuts, favourites or weblinks to explore simple websites. Choose appropriate images for a specific purpose. Know that the internet can be used to communicate.



Understanding the World EYFS Curriculum Map

			Know what to do if something makes them uncomfortable online.			
What technology looks like in Reception	- Using ‘real’ technology in their home and school (e.g. photocopiers, automatic doors, tablets and phones, hand dryers). - Capturing key moments using a camera. - Watching online, interactive stories and rhymes. - Using digital audio systems to listen to stories and songs.		- Identifying technology risks in the environment and how to minimise risks. - Talking about what’s good and what’s not so good about being online. - Explaining how to keep safe online. - Programming simple control toys such as Beebots and remote-control vehicles.		- Using equipment or apps to record a story. - Using visualisers to share children’s creations. - Using digital cameras or tablets to record still and moving images. - Talking about how I can use the internet to find things out. - Using Zoom to share work with another school.	
Enriching Experiences	Watch a video of the class performance.		Safer Internet Day		Taking photographs during the school trip.	
Vocabulary	Technology around us: equipment, electronic, automatic, purpose, communicate, share, create Technology for learning: computer, keyboard, mouse, click, select, screen, smartphone, tablet, touch screen, information Online safety: internet, website, online, safety, choice, share, personal information, communication Programming-: control, instruction, program, movement, robots, pattern					
Assessment	- practitioner's knowledge of the child - child's view of his or her own learning - information from a range of contributors (teaching assistants, parents/carers and other significant adults) - any material or representations from the child - assessment scores and/or information - a collection of anecdotal and significant moments observations.					
Common Assessment Tasks	Baseline	CA1		CA2		CA3
Understanding the World	ELG: Past and Present Children at the expected level of development will:		ELG: People, Culture and Communities Children at the expected level of development will:		ELG: The Natural World Children at the expected level of development will:	



Understanding the World EYFS Curriculum Map

Early Learning Goals	• 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.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.	• 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.
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Sources

Department for Education (2024) Early years foundation stage statutory framework for group and school-based providers.

Development Matters- Non-statutory curriculum guidance for the early years foundation stage.

Birth to 5 Matters- Non-statutory curriculum guidance for the early years foundation stage.

Planning for the Early Years

EEF's Early Years Evidence Store

Curriculum map to be used in conjunction with a Jigsaw RE subscription.

Curriculum map to be used in conjunction with National Association of Teachers of Religious Education subscription.

Knowledge and skills statements for RE- Jigsaw RE and Understanding Christianity

Knowledge and skills statements for Science- PLAN primary science resources (England)

Knowledge and skills statements for History- Kapow Primary

Knowledge and skills statements for Geography - Kapow Primary