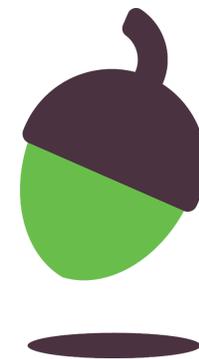


Understanding the world

Primary: EYFS

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

Our EYFS curriculum promotes teaching and learning to ensure that children are developing, and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. It has been shaped by the areas of learning and development and the early learning goals.

We also know that our ability to cover all of the rich aspects of EYFS is limited by the online nature of the resources but we endeavour to present videos that provide options for further independent learning and high quality play.

Coherence and flexibility

We strive to support schools by giving them an online learning offer that can be flexible to fit alongside their existing curriculum and their in-school provision. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. In striking this balance, we will lean towards giving the maximum flexibility possible.

Subjects first

We know that the division of learning into subjects can sit contrary to the EYFS framework, in which one task can engage the child in developing in multiple areas. We are, however, going to organise the Reception learning by the specific areas of Literacy, Maths and Understanding the World, knowing that Physical, Social and Emotional and Communication and Language are developed across all these areas and embedded in all our lessons. Expressive Arts and Design will regularly be part of our learning around Understanding the World, as well as being present in



Literacy. Although these areas will be experienced and practiced in a thematic manner by pupils, they will be explicitly planned for and modelled during instruction.

Knowledge organisation

The units for Understanding the World are arranged under an overarching topic, within these there will be weekly units: these will include aspects of People and Communities and The World. We have taken account of the calendar to recognise and teach knowledge around key events, aligning with common practice in EYFS settings, the time specific requirements of these units means they largely stand alone.

Knowledge selection

We are seeking to support schools to deliver the EYFS framework to children who cannot attend school and support them to have access to the knowledge and skills set out within it. Our choice of what to teach will primarily be guided by the content specified in the EYFS framework alongside units that we know are regularly taught in the Reception Classroom. We know that the development and embedding of knowledge is, ideally, facilitated through appropriate provision and play. However, the limitations of an online platform make this difficult, we will therefore endeavour to teach key knowledge and then to facilitate further activities which build upon this.

Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. We will ensure that high levels of communication and language are modelled and



embedded throughout, knowing that this provides the gateway to rapid attainment. There will be opportunities for challenge that will enable pupils to push their learning further.

Pupil engagement

We need pupils to be thinking during Understanding the World lessons - both to engage with the subject and to strengthen memory of what is being learnt. However our lessons will not be video lectures. Lessons will involve questions and short tasks throughout instruction, just as we would with classroom teaching. In Understanding the World, we will provide opportunities where possible for pupils to engage in home learning and continue to build knowledge through play ideas. Our hope is that this will provide ideas for parents to engage with their child, knowing that good teaching at EYFS, requires play alongside instruction.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate children through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.



2. Subject structure overview

We have organised our Understanding the World Curriculum into 6 Overarching Topics. Within these, there are smaller 3 lesson units that relate to this theme. Each of these is introduced by a high quality picture book, that engages the children in the subject, and the explicit teaching of key vocabulary.

For EYFS we have tried, wherever possible, to make weekly units that could be taught as standalone units to provide ultimate flexibility. For the majority of the units, there is no prior knowledge required. This gives schools the flexibility to order the weekly units differently or under different overarching topics. The calendar informed units are set near to the time when they fall and, we would therefore suggest, that they should take place at this time.

We understand the importance of the curriculum being informed by the interests of the children in the classroom and this will vary hugely, we have therefore tried to ensure that there is both breadth and depth within this curriculum to enable teachers to adapt to these interests.

Within each lesson, there is a short period of instruction from the teacher that explicitly teaches key concepts and important vocabulary. There is then a modelled follow-up activity, usually based around an aspect of EAD. This activity is intended as a suggestion for follow up learning rather than a dictated task. This latter activity can therefore be used as small group work, or as an option for children to engage with as part of their continuous provision. It is designed with minimal resources in mind so that it could be easily carried out in the home environment.



Key stage	Overarching Topic	Unit title	Length of unit
EYFS	All About me	Me	3 lessons
		My family	3 lessons
		My friends	3 lessons
		My community/ where I live	3 lessons
		Feelings	3 lessons
		Difference	3 lessons
		Autumn	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Celebrations	Bonfire Night	3 lessons
		Diwali	3 lessons
		Birthdays	3 lessons
		Winter: Hot/Cold	3 lessons
		Hannukah	3 lessons
		Christmas Story	3 lessons
		Christmas Traditions	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	People who help us	People who help us (Doctors and Nurses)	3 lessons
		People who help us (Police Officers)	3 lessons
		People who help us (Firefighters)	3 lessons
		Jobs	3 lessons
		Transport	3 lessons
		Journeys	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Growing	Growing (Babies)	3 lessons
		On the Farm. Growing (Animals)	3 lessons
		Growing (Plants)	3 lessons
		Spring	3 lessons
		Healthy Eating	3 lessons
		Easter (Calendar Informed)	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Habitats	Habitats	3 lessons
		Woodland	3 lessons
		Rainforests	3 lessons
		Eid (Calendar Informed)	3 lessons
		Polar Habitat	3 lessons
		Climate Change	3 lessons

Key stage	Overarching Topic	Unit title	Length of unit
EYFS	Under the Sea	Summer	3 lessons
		Under the Sea	3 lessons
		At the beach	3 lessons
		Float and Sink	3 lessons
		Looking after our oceans	3 lessons
		Space	3 lessons
		Transitions	3 lessons

3. Suggested sequence

We have arrived at the suggested sequence below:

1. **All About Me**- By starting with this unit, children can begin to orientate themselves within their new environment, giving an opportunity to create a bridge between home and school.
2. **Celebrations**- We believe this overarching topic is appropriate at this point in the calendar, when there are lots of celebrations. It makes sense for it to come post discussing the child and their family, given the tie between families and celebrations.
3. **People Who Help Us**- This unit can be moved and could be applied at other points in the year. Again it can be helpful for children to reflect on jobs that members of their family might have as a starting point, therefore we would suggest doing it after the All About Me unit.
4. **Growing**- Completing this unit in the spring, gives opportunities for pupils to recognise things growing in the world around them and opportunities to plant things themselves at a time of year when they will grow.
5. **Habitats**- This overarching topic follows on from the unit about growing, in which there will have been a discussion of animals, including humans, growing.
6. **Under the Sea**- This unit could also be moved, although there is a clear connection between their learning on habitats and then the exploration of the habitats under the sea.



Year group	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Reception	All About Me	Celebrations	People Who Help Us	Growing	Habitats	Under The Sea

4. Unit specifics

All about me

Weekly unit	Key Text	Lesson Number	Core content
Me	It's Ok to be different	1	To choose and talk about objects that are important to me <ul style="list-style-type: none"> Children to create an all about me box
		2	To use objects in nature to create a self-portrait. <ul style="list-style-type: none"> Create a face using objects found in the natural world.
		3	To reflect on features of my home. <ul style="list-style-type: none"> To build my home.
My family	And Tango Makes 3	1	To name different people in my family. <ul style="list-style-type: none"> To create a family photo.
		2	To understand how members of my family are connected. <ul style="list-style-type: none"> Children to create a family tree.
		3	To understand how life has changed overtime for members of my family. <ul style="list-style-type: none"> Family Wall Hanging.
My friends	Sharing a shell	1	To listen to a story. <ul style="list-style-type: none"> To draw a story map.
		2	To understand how I can be kind to my friends. <ul style="list-style-type: none"> Make something for a friend.
		3	To understand how my friends are all connected. <ul style="list-style-type: none"> Paperdolls.
My community and where I live	Last Stop on Market Street	1	To name important places in my community <ul style="list-style-type: none"> Build your house.
		2	To identify how where I live has changed overtime. <ul style="list-style-type: none"> Community Factfile



		3	To name important people in my community. <ul style="list-style-type: none"> • Paint a token for someone in my community.
Feelings	Brave	1	To name and describe different feelings. <ul style="list-style-type: none"> • To create a feelings chart.
		2	To act out different feelings. <ul style="list-style-type: none"> • To create wooden spoon puppets to support role play
		3	To represent different feelings. <ul style="list-style-type: none"> • To create feeling monsters.
Difference	Chocolate Milk Por Favor	1	To identify what makes me unique. <ul style="list-style-type: none"> • To talk about what makes me unique.
		2	To identify key features of my appearance. <ul style="list-style-type: none"> • Self-portraits
		3	To identify differences between my appearance and others <ul style="list-style-type: none"> • To create a model of myself
Autumn	Ferdie and the falling leaves	1	To explain changes that happen in autumn. <ul style="list-style-type: none"> • To collect objects associated with autumn in the world around me.
		2	To experiment with mixing colours. <ul style="list-style-type: none"> • To create an autumn painting.
		3	To create a collage. <ul style="list-style-type: none"> • To use the objects I have gathered to create an autumn collage.

Celebrations

Weekly unit	Key Text	Lesson Number	Core content
Bonfire Night	Remember Remember the fifth of November	1	To understand why people celebrate Bonfire Night. <ul style="list-style-type: none"> • To use chalk to draw a firework.
		2	To understand how people celebrate fireworks night. <ul style="list-style-type: none"> • Create a collage



		3	To understand how fireworks work. <ul style="list-style-type: none"> • Create a model of a firework.
Diwali	Rama and Sita the story of Diwali	1	To understand why people celebrate Diwali. <ul style="list-style-type: none"> • Children have a chance to create Rangoli patterns.
		2	To understand how people celebrate Diwali. <ul style="list-style-type: none"> • Creating Mendhi Patterns
		3	To make a diya lamp. <ul style="list-style-type: none"> • Making a diya lamp
Birthdays	Kipper's Birthday	1	To understand why we celebrate birthdays. <ul style="list-style-type: none"> • Create an invitation for a party.
		2	To understand how different people celebrate their birthdays. <ul style="list-style-type: none"> • To create a birthday cake.
		3	To think about how I can make someone feel special on their birthday. <ul style="list-style-type: none"> • To create a birthday card.
Winter Hot/Cold	The Snowman	1	To understand the difference between hot and cold. <ul style="list-style-type: none"> • Hot and cold experiment.
		2	To understand how humans react differently to hot and cold. <ul style="list-style-type: none"> • Going on a hot or cold holiday.
		3	To name things that you can see outside in winter. <ul style="list-style-type: none"> • To go for a winter walk and draw things I see. Use of cold colours vs hot colours
Hanukkah	Latke the Lucky Dog	1	To understand why people celebrate Hanukkah. <ul style="list-style-type: none"> • To create a story map.
		2	To understand how people celebrate Hanukkah. <ul style="list-style-type: none"> • To try and create a menorah.
		3	To learn about the food that people eat at Hanukkah. <ul style="list-style-type: none"> • To learn how to make Sufganiyot.
Christmas Story	The Nativity Story	1	To listen to the nativity story. <ul style="list-style-type: none"> • To draw a story map and practise telling the story.
		2	To understand why people believe that Jesus is special. <ul style="list-style-type: none"> • To create a star.
		3	To name the important people at the nativity.



			<ul style="list-style-type: none"> To create a nativity scene
Christmas Traditions	Ferdie and the falling leaves	1	To understand how people celebrate Christmas in the UK. <ul style="list-style-type: none"> To create a christmas card
		2	To understand how people in different countries celebrate Christmas <ul style="list-style-type: none"> To create a Christmas decoration
		3	To look at how christmas celebrations have changed over time. <ul style="list-style-type: none"> To bake gingerbread cookies

People who help us

Weekly unit	Key Text	Lesson Number	Core content
People who help us (Doctors and Nurses)	Topsy and Tim go to the doctors	1	To understand what it means to have a job. <ul style="list-style-type: none"> To role play my dream job.
		2	To explain what a doctor does. <ul style="list-style-type: none"> To act out treating a patient.
		3	To identify where doctors and nurses work. <ul style="list-style-type: none"> To build a hospital.
People who help us (Police officers)	Let's Meet a Police Officer	1	To understand what a police officer does. <ul style="list-style-type: none"> To ask questions about a crime scene.
		2	To identify the key parts of a police officer's outfit. <ul style="list-style-type: none"> To create props to be a police officer.
		3	To role play being a police officer. <ul style="list-style-type: none"> To role play being a police officer in different situations.
People who help us (Firefighters)	People who help us firefighters	1	To understand what a firefighter does. <ul style="list-style-type: none"> Draw and label a fire engine.
		2	To mix colours and create an observational picture. <ul style="list-style-type: none"> To paint a fire engine.
		3	To recall the key features of a fire engine. <ul style="list-style-type: none"> To create a fire engine.



Jobs	Rosie Revere Engineer	1	To understand the job of an engineer. <ul style="list-style-type: none"> To design a new machine
		2	To explain how something works. <ul style="list-style-type: none"> To create a new machine.
		3	To understand how machines have changed overtime <ul style="list-style-type: none"> To build a bridge.
Transport	Violet the Pilot	1	To explain different modes of transport. <ul style="list-style-type: none"> To design a mode of transport.
		2	To identify the features of an aeroplane. <ul style="list-style-type: none"> To create an aeroplane
		3	To design and build my own vehicle. <ul style="list-style-type: none"> To construct a vehicle.
Journeys	The Train Ride	1	To compare trains from the past and present. <ul style="list-style-type: none"> To create a shape vehicle.
		2	To understand why people take trains. <ul style="list-style-type: none"> Build a town or city.
		3	To find a train station on a map. <ul style="list-style-type: none"> Design your own map.

Growing

Weekly unit	Key Text	Lesson Number	Core content
Growing (Babies)	Lola Reads to Leo	1	To understand that humans grow and change overtime. <ul style="list-style-type: none"> Create a Growing Box
		2	To understand what humans need to grow. <ul style="list-style-type: none"> Build a Bed for a baby (Teddy)
		3	To sequence the life cycle of a human. <ul style="list-style-type: none"> Role Play a Baby Clinic



On the Farm. Growing (animals)	Mrs Wishy Washy's Farm	1	To know the names for the offspring animals (not human). <ul style="list-style-type: none"> To match animals with their offspring.
		2	To know what animal (not human) offspring need to grow. <ul style="list-style-type: none"> Chick potato prints.
		3	To sequence the life cycle of an animal. <ul style="list-style-type: none"> To create a baby animal.
Growing (Plants)	Jasper's Beanstalk	1	To understand what plants need to grow. <ul style="list-style-type: none"> Planting instructions
		2	To sequence the different stages of a plant growing. <ul style="list-style-type: none"> Create a bean mosaic.
		3	To explain how a plant grows. <ul style="list-style-type: none"> To construct a beanstalk.
Spring	Ferdie's Springtime Blossom	1	To explain changes that happen in spring. <ul style="list-style-type: none"> To collect objects associated with spring in the world around me.
		2	To look very closely at a flower and identify the different parts. <ul style="list-style-type: none"> To draw or paint a flower (observational drawing)
		3	To create a collages <ul style="list-style-type: none"> To use the objects I have gathered to create a spring collage.
Healthy Eating	Oliver's Vegetables	1	To identify foods that are healthy and foods that are not healthy. <ul style="list-style-type: none"> To create a healthy lunch box.
		2	To learn about different fruit and vegetables.. <ul style="list-style-type: none"> Transient Art (vegetable faces)
		3	To create a healthy dish. <ul style="list-style-type: none"> To make a fruit salad.
Easter	Mr Bunny's Chocolate Factory	1	To listen to the story of Easter. <ul style="list-style-type: none"> To role play the story after creating a story map.
		2	To understand how people celebrate Easter. <ul style="list-style-type: none"> To create an easter card.
		3	To follow a map. <ul style="list-style-type: none"> Design a map and go on an Easter Egg hunt.



Habitats

Weekly unit	Key Text	Lesson Number	Core content
Habitats	The Gruffalo	1	To understand what a habitat is. <ul style="list-style-type: none"> To create a habitat for a Teddy.
		2	To understand what makes a good habitat. <ul style="list-style-type: none"> Shoebox Habitat.
		3	To plan and build my own habitat. <ul style="list-style-type: none"> Role Play a Baby Clinic
Woodland	Hoot Owl Master of Disguise	1	To identify different animals that live in a woodland. <ul style="list-style-type: none"> To go on a mini beast safari (video option)
		2	To name different minibeasts. <ul style="list-style-type: none"> Construct a minibeast.
		3	To identify what habitats minibeasts like <ul style="list-style-type: none"> To create a bug hotel.
Rainforest	We're Roaming in the Rainforest	1	To identify key parts of the rainforest. <ul style="list-style-type: none"> To create a rainforest.
		2	To identify different animals that live in the rainforest. <ul style="list-style-type: none"> Rainforest Animals Masks
		3	To recreate how different animals move. <ul style="list-style-type: none"> Animal Role Play
Eid	Rashad's Ramadan and Eid al fitr	1	To understand why people celebrate Eid. <ul style="list-style-type: none"> Celebration Picture.
		2	To understand how people celebrate Eid. <ul style="list-style-type: none"> Eid decoration.
		3	To identify key parts of a Mosque. <ul style="list-style-type: none"> To label a picture of a mosque. .
		1	To identify features of a polar habitat and locate them on a globe.



Polar Habitat	Where Snowflakes Fall		<ul style="list-style-type: none"> To build an igloo.
		2	To name animals that live in polar habitats. <ul style="list-style-type: none"> Cold Picture Art (Finger painting)
		3	To identify how polar animals are adapted to the polar habitat. <ul style="list-style-type: none"> To create paper snowflakes
Climate Change	Greta and the Giants!	1	To understand the impact of cutting down trees on the rainforest. <ul style="list-style-type: none"> Recycled Art.
		2	To understand the issue of global warming on the polar habitat. <ul style="list-style-type: none"> Ice melting experiment.
		3	To understand what I can do about climate change. <ul style="list-style-type: none"> To create a poster.

Under the Sea

Weekly unit	Key Text	Lesson Number	Core content
Summer	Kipper's Sunny Day	1	To identify changes in the world around me. <ul style="list-style-type: none"> Go for a walk and identify features of summer.
		2	To notice how trees change throughout the seasons. <ul style="list-style-type: none"> Tree Collage
		3	To make a flower <ul style="list-style-type: none"> Build a flower.
Under the Sea	Fidgety Fish	1	To identify different creatures that live under the sea. <ul style="list-style-type: none"> Ocean sensory bottle
		2	To identify features of different sea creatures <ul style="list-style-type: none"> Junk modelling sea creatures
		3	To identify features of an underwater cave <ul style="list-style-type: none"> Build an underwater cave
At the beach	Sally and the Limpet	1	To name what I might see at the beach. <ul style="list-style-type: none"> To role play a beach day.



		2	To name what I need to take to the beach <ul style="list-style-type: none"> ● Make sunglasses.
		3	To identify animals that live on the beach <ul style="list-style-type: none"> ● Build a rock pool.
Float and Sink	Brilliant Boats	1	To understand what floating and sinking is. <ul style="list-style-type: none"> ● Watch a demo of the experiment.
		2	To investigate what materials float and sink. <ul style="list-style-type: none"> ● Experiment.
		3	To use different materials to build a boat that floats. <ul style="list-style-type: none"> ● To make a boat and see if it floats. .
Looking after our oceans!	Somebody Swallowed Stanley!	1	To understand why our oceans are becoming polluted. <ul style="list-style-type: none"> ● Ocean Playdough
		2	To understand what steps can be taken to combat polluting the ocean. <ul style="list-style-type: none"> ● Create a character from our story.
		3	To persuade people not stop polluting the oceans. <ul style="list-style-type: none"> ● To create something to persuade people.
Space	How to Catch a Star	1	To understand some features of our Solar System <ul style="list-style-type: none"> ● Drawing of the planets
		2	To create a simple representation of an alien. <ul style="list-style-type: none"> ● Alien Handprint
		3	To identify vehicles that travel through space. <ul style="list-style-type: none"> ● Build a rocket
Transitions	Ella Moves House	1	To reflect on the year that is finishing. <ul style="list-style-type: none"> ● Reflection leaf
		2	To identify important periods of transition. <ul style="list-style-type: none"> ● Picture for new teacher
		3	To identify key features of a classroom. <ul style="list-style-type: none"> ● Shoebox Classroom

