Curriculum Coherence- EYFS Prime Area of Learning: Understanding of the world	
Previous Learning: During their time in Nursery, most children will be able to: People and Communities • Talks about or responds to events in their personal history and present lives. • Understands that different people perform different roles.	The World • Shows care and concern for living things and the environment. • Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world. Technology • Uses technologies to share experiences with others and shares experiences of using technology. • Uses technologies, with support, to find out more about the world around them.

INTENT	IMPLEMENTATION	IMPACT
To provide children with opportunities within our provision to develop on their stage of learning in order to meet or exceed the Early Learning Goal. Progression statements People and Communities • Knows about festivals and celebrations that are marked within their own culture. • Talks about similarities and differences between themselves and others and among families, communities and traditions. • Knows that other children don't always enjoy the same things and are sensitive to this. The World • Looks closely at similarities, differences, patterns and change in own environment and that of others. • Know that living things grow and die. • Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes. Technology • Uses technologies to enhance, change or recreate within a learning experience.	• Use of red home learning journals to support children in talking to the class, in small groups, in pairs and with an adult about their experiences outside of school, looking at similarities and differences among families, communities and traditions. • Continuous assessments to identify children making the slowest progress and those needing additional support with UTW. • Use of immersive room and technology to support understanding of concepts and topics. • Planned activities linking to calendar events to support children's understanding of festivals and other cultures. • Use of outdoor area and forest garden to explore concepts relating to environment e.g. seasons, materials and living things. • Ensuring opportunities for children to achieve EYFS UTW outcomes are promoted as much as possible in all learning areas and planning in the moment to address areas of development within UTW. • Adult interactions are ensuring children are supported in making progress in their next stage of development within UTW.	Children meet the Early Learning Goals in Understanding of the world People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

• Captures and documents a sequence of events or experiences using ICT. • Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.	• When possible, continuing our visits to Oak Manor. • Use of a wide range of exploration activities across the provision, including sand, water and malleable materials, to support understanding of materials and objects and their properties. • Use of a range of technology within teaching and provision. Explicitly modelling use of technology to enhance learning experiences and to encourage independence in their use within free flow play. • Books, texts, resources and pictures used across the provision reflect diversity of people, communities and beliefs.	Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Links
Communication and Language- expressing ideas, wants and interests, experiences and events. Use of red books to share experiences and events.
PD: Living things- health and self-care. PD games on Kindles.
Reading: Books linked to various topics related to UTW. eBooks, phonics videos/songs.
Writing: writing challenges linked to topics related to UTW. Mark making related to events and festivals. Use of IT to capture and caption models and artwork.
Maths: concrete objects- natural, manmade, patterns and shapes in the environment.
EAD: Art, design, song and dance linked to events, festivals. Use of programs such as Purple Mash, 2simple to explore topics related to UTW.

Next steps in learning:
EYFS exceeding:
People and Communities: Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
The World: Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.
Technology: Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Year 1 National Curriculum: Science, History, Geography, RE, ICT, PSHE