

**Early Years at Malmesbury C of E Primary  
School Communication and Language Intent,  
Implementation, and Impact with Progression  
of Skills and Cross Curriculum Links**





**Malmesbury**  
Church of England Primary School

# Understanding the World Intent Statement

## Intent Overview

In Early Years at Malmesbury we help children to understand where they and other significant people and events sit in time. We capitalise on the children's fascination and interest in their surroundings and the world in which they live, supporting their instinctive desire to know, understand and find out more. We do this by:

- Capitalising on children's natural desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Encouraging children's curiosity about people and events both within and beyond living memory
- Exploring historical information and artefacts to ask questions and draw conclusions
- Encouraging an appreciation of the natural world and recognising the similarities and differences
- Fostering a sense of awe and wonder about the world in which they live
- Developing an appreciation of other people, their communities and their traditions
- Encouraging the children's sense of responsibility for the care of their own environment and the natural world
- Providing freedom for the children to explore, investigate and experiment using the five senses
- Encouraging children's curiosity about how and why things work and how things change
- Encouraging questioning, testing out of ideas and drawing conclusions
- Fostering children's excitement and pleasure in the awe and wonder of natural phenomena



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# Understanding the World Intent Statement continued

## Statutory Framework

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.

# Understanding the World Intent Statement

## Passing of Time

### Knowledge

I know...

- Time is measured in units
- Time has a pattern e.g. days of the week, months in a year
- About annual events e.g. Birthday, Christmas, Diwali
- Things were different in the past
- The Vocabulary that describes time
- My Place in history
- There is a past before I was born
- Things were different in the past to how they are now
- About significant events in my life
- About significant events and people in the past and their place in our history

# Understanding the World Intent Statement

## Places, People and the Environment

### Knowledge

I know...

- Where I live
- The key features of where I live
- How I get from one key place to another
- Vocabulary I need to use to direct others
- The Capital City of the country I live in
- The different key features of cities, towns and villages
- The names of different countries around the world
- How countries are connected
- How to travel between countries
- That people I know have different customs and traditions
- About different weather conditions in the country I live in
- That there are four seasons and the characteristics of each of the seasons
- Some simple things I can do to help look after the planet
- How human actions can help or destroy the planet

# Understanding the World Intent Statement

## Living Things, Changes and Materials

### Knowledge

I know...

- Internal and external body parts in humans
- The names of different parts of plants and animals
- The features of plants and animals
- Living things can be sorted into different groups
- What living things need to survive
- How to keep healthy
- About life cycles
- That changes can be reversible and irreversible
- The relationship between cause and effect
- What objects are made of
- The properties of different materials
- How different materials can be used
- Materials can be sorted into different groups

# Understanding the World Intent Statement

## Understanding the World

### Skills

I am learning to...

- Compare similarities and differences
- Notice
- Record Findings
- Examine evidence and draw conclusions
- Remember
- Observe
- Explore
- Investigate
- Enquire
- Explain
- Describe
- Sequence
- Measure
- Use my Senses
- Draw, read and follow maps
- Express opinions
- Ask Questions
- Communicate ideas
- Pose challenges
- Solve problems
- Try things out
- Make predictions
- Sort and classify
- Draw conclusions







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# Understanding the World Implementation Statement

Understanding the World is valued and promoted through direct teaching, purposeful learning opportunities and first hand experiences across different themes throughout the year.

We used planned themes and capitalise on unplanned moments that present themselves to talk about:

- Significant events to develop a conceptual understanding of time. These include Birthdays, recent events and experiences and well know points in history.
- Places, communities and the natural world, to develop an appreciation of the world in which they live. These include where they live and their school, their local community and interesting local places, e.g. parks, river, library.
- Living things, materials and changes. These include natural objects, new life and recycling.

For each theme we have identified the ‘Understanding the World’ knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited and provide a base to be built upon as the children move from the EYFS to Key Stage One. Children are encouraged to share historical artefacts and events from the past, expand their knowledge of the natural world by capitalising on every opportunity to explore and experience the outdoors and to practice and apply scientific knowledge and skills through investigation and exploration in all areas of the provision.

Adults take every opportunity to encourage children to notice, to ask questions, to compare similarities and differences, express opinions, test out ideas, draw conclusions and use appropriate vocabulary during the children’s independent exploration and investigation in both the indoor and outdoor learning environments.



# Understanding the World Impact Statement

## Impact

by the end of the Foundation Stage most children will be able to ...

Talk about historical people and events	Sequence events in the right order	Talk about myself in a historical sense	Recall historical facts
Talk about myself in a historical sense e.g. this year I am 4, next year I will be 5	Use information in books to talk about life in the past	Use comparative language of the past, present and future	Compare similarities and differences
Talk about the roles people have in society	Use time vocabulary	Draw conclusions about what I have found out	Ask questions to find out more
Talk about where they live and the key features of the local environment	Talk about key features of different places and different countries	Talk about what it is like to live in this country	Talk about similarities and differences between peoples religions and cultures
Use a simple map to find out information	Talk about the properties of materials	Names the parts of plants and animals	Make a sensible prediction
Talk about characteristics of weather and seasons	Carry out an investigation	Talk about reversible and irreversible changes	

# Understanding the World Progression of Skills

## Past and Present

### In Nursery children learn to...

- To talk about myself as a baby
- To compare myself now and when I was a baby
- To talk about past and present events that happened in my own life
- I am learning to talk about past and present events that happened in lives of familiar people
- To talk about people I know and the jobs that they do

### In Reception we are learning...

- To describe different jobs that people do and why they are important
- To talk about how people lived in the past
- To talk about the similarities between things in the past and things now
- To talk about significant people and events in the past
- To sequences some historical events

### End of Foundation Stage Checkpoint

**Early Learning Goal:**  
**Past and Present**

- Children at the expected level of development will:
- 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;

# Understanding the World Progression of Skills

## People, Culture and Communities

In Nursery children learn to...

- To notice the features of my immediate environment
- To talk about the features of my immediate environment
- To use maps of my immediate environment to identify features and landmarks
- To use maps and non-fiction books to find out more about the country I live in
- To talk about key features of my own country
- To talk about different religions and cultures
- To talk about how people celebrate traditions differently

In Reception we will be learning to

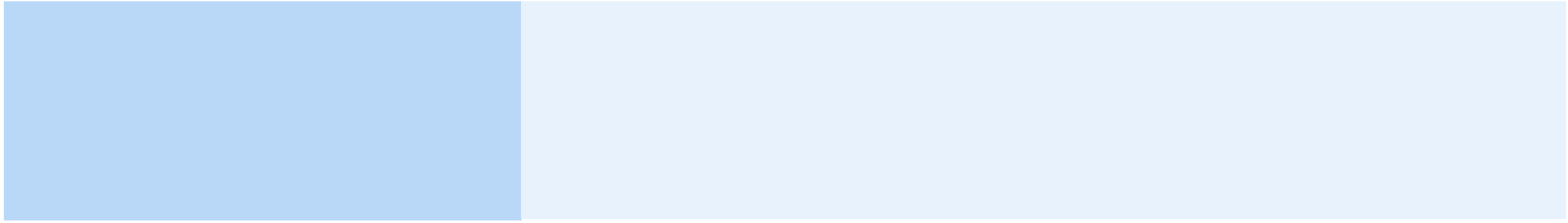
- To describe the features of my immediate environment in detail
- To use maps of my immediate environment to find out more about it
- To use maps and non-fiction books to find out about other countries
- To compare living in this country to living in another country
- To compare similarities and differences between different religions and cultures

End of Foundation Stage Checkpoint

### Early Learning Goal:

People Culture and Communities Children at the expected level of development will:

- 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.



# Understanding the World Progression of Skills

## The Natural World

### In Nursery children learn to...

- Use my senses to explore natural materials
- To use my senses to explore living things
- To notice things in the living world
- To talk about how things look, feel, sound and smell
- To ask questions and make comments about the world around me
- To talk about how things grow and change
- To notice and talk about the changes that I notice
- To talk about different weathers and seasons
- To take care of living things

### In Reception we are learning...

- To look closely at the natural world and record my observations through drawing
- To describe the natural world using my senses
- To look closely and notice that some things are the same and some things are different
- To talk about similarities and differences
- To describe the features of different environments
- To describe the features of plants and animals
- To give reasons for the changes I notice
- To describe and compare the seasons
- To talk about ways to look after the natural world

### End of Foundation Stage Checkpoint

#### **Early Learning Goal:** **The Natural World**

Children at the expected level of development will:

- 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.

# Understanding the World Cross- Curricular Links

## English – Vocabulary Building

Nursery Talk about what they see, using a wide vocabulary

## English – Speaking for a range of purposes

Nursery Talk about what they see, using a wide range of vocabulary.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception Talk about their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Describe what they see, hear and feel whilst outside

# Understanding the World Cross- Curricular Links

## English – Speaking for a range of purposes

End of EYFS Checkpoint Early Learning Goal  
ELG Past and Present

Talk about the lives of the people around them and their roles in society

ELG People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

## English – Speaking for a range of purposes

End of EYFS Checkpoint Early Learning Goal  
ELG Past and Present

Talk about the lives of the people around them and their roles in society

ELG People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



# Understanding the World Cross- Curricular Links

## Science

- Nursery
- Use all their senses in hands-on exploration of natural materials.
  - Explore collections of materials with similar and/or different properties.
  - Talk about what they see, using a wide vocabulary.
  - Begin to make sense of their own life-story and family's history.
  - Explore how things work.
  - Plant seeds and care for growing plants.
  - Understand the key features of the life cycle of a plant and an animal.
  - Begin to understand the need to respect and care for the natural environment and all living things.
  - Explore and talk about different forces they can feel.
  - Talk about the differences between materials and changes they notice.

- Reception
- Explore the natural world around them.
  - Describe what they see, hear and feel while they are outside.
  - Recognise some environments that are different to the one in which they live
  - Understand the effect of changing seasons on the natural world around them

- End of EYFS Checkpoint Early Learning Goal  
ELG The Natural World
- 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

# Understanding the World Cross- Curricular Links

## History

Nursery	Begin to make sense of their own life history
Reception	Comment on images of familiar situations in the past
End of EYFS Checkpoint Early Learning Goal	Compare and contrast characters from stories, including figures from the past Talk about the lives of 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.

# Understanding the World Cross- Curricular Links

## Geography

Nursery	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
End of EYFS Checkpoint Early Learning Goal ELG People, Culture and Communities	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p>
ELG The Natural World	<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>

# Understanding the World Cross- Curricular Links

## PSHE

Nursery

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Continue developing positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Recognise that people have different beliefs and celebrate special times in different ways.

End of EYFS Checkpoint Early Learning Goal

ELG Past and Present

Talk about the lives of people around them and their roles in society

# Understanding the World Cross- Curricular Links

## RE

Nursery Continue to develop positive attitudes about differences between people

Reception Talk about members of their immediate family and community  
Name and describe people who are familiar to them  
Understand that some places are special to members of their community  
Recognise that people have different beliefs and celebrate special times in different ways.

End of EYFS Checkpoint  
Early Learning Goal

ELG Past and Present Talk about the lives of people around them and their roles in society  
Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG People and Communities 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

# Understanding the World Cross- Curricular Links

**DT**

Nursery

Explore how things work

Computing

Nursery

Explore how things work