

# EYFS – Reception Curriculum Map

## Understanding of the World: The Natural World (History)



### Valued – Inspired – Prepared



*Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:*

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

*The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.*

### **Our vision**

Our aim is to provide:

- strong warm and supportive relationships enabling all learners to thrive socially and emotionally
- expert teaching of an engaging curriculum
- high quality adult interactions within a carefully constructed, purposeful environment
- high quality continuous provision indoors and outdoors
- a rich reading environment with high quality texts, representing our children, their interests and the diversity of the world around them
- a robust approach to the teaching of phonics
- continuous assessment of learning and addressing gaps to support and challenge each individual

The characteristics of effective teaching and learning will be threaded throughout our ambitious curriculum

- **playing and exploring** – learners will investigate and experience things, and ‘have a go’;
- **active learning** – learners will concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake;

- **creating and thinking critically** – learners will have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## Impact

- Learners fluency and mastery incrementally improves
- Learners know more, remember more and can do more
- Learners achieve to the best of their ability and level of development and are prepared for their next stage in education

### EYFS Past and Present Educational Programme (Statutory)

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.

### ELG: Past and Present (Statutory)

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.

### EYFS History Skills (Taken from Development Matters)

#### Birth to three

- N/A

#### 3 and 4 year olds

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

#### Children in reception

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past