

# Understanding the World Early Years Foundation Stage



Long curriculum plan





# 1. Philosophy

## Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



## 2. Units



EYFSTAGE Understanding the World is formed of 39 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Me	Reception	3
2 My family	Reception	3
3 My friends	Reception	3
4 My community/ where I live	Reception	3
5 Feelings	Reception	3
6 Difference	Reception	3
7 Autumn	Reception	3
8 Bonfire Night	Reception	3
9 Diwali	Reception	3



<b>10 Birthdays</b>	<b>Reception</b>	<b>3</b>
<b>11 Winter: Hot/Cold</b>	<b>Reception</b>	<b>3</b>
<b>12 Hannukah</b>	<b>Reception</b>	<b>3</b>
<b>13 Christmas Story</b>	<b>Reception</b>	<b>3</b>
<b>14 Christmas Traditions</b>	<b>Reception</b>	<b>3</b>
<b>15 People who help us (Doctors and Nurses)</b>	<b>Reception</b>	<b>3</b>
<b>16 People who help us (Police Officers)</b>	<b>Reception</b>	<b>3</b>
<b>17 People who help us (Firefighters )</b>	<b>Reception</b>	<b>3</b>
<b>18 Jobs</b>	<b>Reception</b>	<b>3</b>
<b>19 Transport</b>	<b>Reception</b>	<b>3</b>
<b>20 Journeys</b>	<b>Reception</b>	<b>3</b>
<b>21 Growing (Babies)</b>	<b>Reception</b>	<b>3</b>



<b>22</b> On the Farm. Growing (Animals)	<b>Reception</b>	<b>3</b>
<b>23</b> Growing (Plants)	<b>Reception</b>	<b>3</b>
<b>24</b> Spring	<b>Reception</b>	<b>3</b>
<b>25</b> Healthy Eating	<b>Reception</b>	<b>3</b>
<b>26</b> Easter (Calendar Informed)	<b>Reception</b>	<b>3</b>
<b>27</b> Habitats	<b>Reception</b>	<b>3</b>
<b>28</b> Woodland	<b>Reception</b>	<b>3</b>
<b>29</b> Rainforests	<b>Reception</b>	<b>3</b>
<b>30</b> Eid (Calendar Informed)	<b>Reception</b>	<b>3</b>
<b>31</b> Polar Habitat	<b>Reception</b>	<b>3</b>
<b>32</b> Climate Change	<b>Reception</b>	<b>3</b>
<b>33</b> Summer	<b>Reception</b>	<b>3</b>

**34 Under the Sea**

**Reception**

**3**

**35 At the beach**

**Reception**

**3**

**36 Float and Sink**

**Reception**

**3**

**37 Looking after our oceans**

**Reception**

**3**

**38 Space**

**Reception**

**3**

**39 Transitions**

**Reception**

**3**





# 3. Lessons

## Unit 1 Me

3 Lessons

Lesson number	Lesson question	About the lesson
1.	To choose and talk about objects that are important to me	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will think about and celebrate the things that we enjoy most. We will choose objects that are important to us and talk about why they are our favourite things.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>Post lesson activity: You can extend this lesson by comparing the items in your box to a friend's and thinking about why they may be different.</li></ul>
2.	My face in nature	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will create our faces using natural items that we have found on our daily walks. We will then create somebody else's face and compare them!</li></ul>

### 3.

## To reflect on features of my home

### Pupils will learn

- In this lesson, we will reflect on the different types of homes that people live in. We will identify key features of a house and then use this knowledge to build a representation of a house from construction materials.

### Essential additional subject-specific information

- Post lesson activity: This lesson can be extended by going on a neighbourhood walk and noting the different types of home in your area.
- 







Lesson  
number

Lesson question

About the lesson

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1.

To name different people in my family

Pupils will learn

- In this lesson, we will think about who is in our family. We will learn how our families are related to us and acknowledge that all families are different. We will end the lesson by drawing a picture of our family.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by developing your technology skills and taking family photos (with your parent or carer present to help you).
- 

2.

To understand what makes my family unique

Pupils will learn

- In this lesson, we will learn about what makes our family unique and special. We will create a collage of our family, thinking about the height of our family members and other features such as hair colour and length.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by comparing your family to a friend's family, thinking about the similarities and differences between them.
-

### 3.

## To understand how life has changed over time for members of my family

### Pupils will learn

- In this lesson, we will think about how families and family members change over time. We will make a family wall hanging, representing our family at this moment in time.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by thinking about how our abilities develop over time.
- 





Lesson  
number

Lesson question

About the lesson

1.

To listen to a story

Pupils will learn

- In this lesson, we will think about who your friends are and what things we can do to be a good friend. We will listen to and map the story of 'The Lion and The Mouse' to remind us how important it is to be a good friend.

2.

To understand how I can be kind to my friends

Pupils will learn

- In this lesson, we will learn about what it means to be kind and how we can be kind to others. We will draw a picture for a friend who is kind to us to let them know how much we appreciate having them as a friend.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by talking about how else we can be kind to our friends when playing, for example sharing toys and taking turns.

### 3.

## To understand how my friends are all connected

### Pupils will learn

- In this lesson, we will explore what connects us to our friends. We will think about what makes us build friendships with certain people. We will create joined paper dolls to represent our connection to our friends.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by arranging a playdate with a friend.
- 





Lesson  
number

Lesson question

About the lesson

1.

To name important places in my community

Pupils will learn

- In this lesson, we will learn about the communities in which we live. We will think about the people who help us and think of ways to help support our community. We will then think about our own homes and build them using junk modelling or blocks.

2.

To identify my favourite places in my community

Pupils will learn

- In this lesson, we will think about the significant places that are close to our home and form part of our community. We will talk about our favourite places within our community and map them in relation to our homes.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by thinking about significant people within our community.

### 3.

## To name important people in my community

### Pupils will learn

- In this lesson, we will identify who are important people in our community. We will consider why they are important and create a 'community token' as a way of showing our appreciation and thanks.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by acting out the job role of one of the people that you identified as being important in your community.
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Lesson  
number

Lesson question

About the lesson

1.

To name and describe different feelings Pupils will learn

- In this lesson, we will think about what our face looks like when we experience different feelings and identify some things that lead us to these feelings. We will develop a 'feelings chart' that helps us to express these and give us strategies to manage them.

2.

To act out different feelings

Pupils will learn

- In this lesson, we will think about how we can recognise different emotions by looking at people's facial expressions. We will create our own feeling puppets and have a go at acting out different feelings.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by using the puppets to express feelings when you are finding it difficult to do so with words.

### 3.

## To represent different feelings

### Pupils will learn

- In this lesson, we will learn about different feelings. We will attribute a colour to each feeling and think of things that make us feel that particular emotion. Finally, we will create feelings monsters to represent our feelings.
- 







Lesson  
number

Lesson question

About the lesson

1.

To identify what makes me unique

Pupils will learn

- In this lesson, we will identify and celebrate the differences between us as individuals. We will identify what makes us unique. We will recognise that we are all different and acknowledge that this is something to be celebrated.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by creating a picture or model to represent what makes you unique.

2.

To identify key features of my appearance

Pupils will learn

- In this lesson, we will identify key features of our appearance. We will use a mirror to help us draw an accurate self portrait, thinking about the shape and size of our features.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you can colour in your self portrait to match your appearance.

### 3.

## To identify differences between my appearance and others'

### Pupils will learn

- In this lesson, we will explore differences in appearance. We will make comparisons between the teacher's appearance and Barnaby Bear's appearance. We will use this information to create representations in play dough.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by looking at similarities and differences within your family.
- 





Lesson  
number

Lesson question

About the lesson

1.

To explain the changes that happen in Autumn

Pupils will learn

- In this lesson, we will learn about the different features of Autumn. We will identify ways that the world around us changes and begin to wonder why these happen. We will end the lesson by going on a nature walk to find Autumn objects and describe each object.

2.

To experiment with mixing colours

Pupils will learn

- In this lesson, we will learn about the different features of Autumn, particularly focusing on Autumn colours. We will have a go at creating our own Autumn colours and finish the lesson with an Autumn leaf print painting.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could talk about some of the changes to the weather and our surroundings that take place in other seasons.

### 3.

## To create a collage

### Pupils will learn

- In this lesson, we will create an Autumn collage. We will collect Autumn objects and begin to understand that different media can be combined to create new effects.

### Essential additional subject-specific information

- Post lesson activity: You could extend this lesson by thinking of other animals that you could create from Autumn resources.
- 





Lesson  
number

Lesson question

About the lesson

1.

To understand why people celebrate Bonfire Night

Pupils will learn

- In this lesson, we will learn about the origin of Bonfire Night by hearing the story of the Gunpowder Plot. We will acknowledge that Guy Fawkes is someone who lived a long time ago and consider how things have changed in the time since he was alive. We will make a fireworks picture.

2.

To understand how people celebrate fireworks night

Pupils will learn

- In this lesson, we will recap the story of fireworks night and learn about how people celebrate fireworks night. We will also create our own bonfire picture.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could think about some of the ways to stay safe on Bonfire night.

### 3.

## To understand how fireworks work

### Pupils will learn

- In this lesson, we will learn all about how fireworks work. We will then combine different materials in order to create a firework model.

### Essential additional subject-specific information

- Post lesson activity: You could extend this lesson by attending a fireworks display and use your senses to explore the sights, sounds and smells of bonfire night.
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Lesson number	Lesson question	Pupils will learn
1.	<b>To understand why some people celebrate Diwali</b>	<ul style="list-style-type: none"><li>• In this lesson, we will listen to the Diwali story and identify some of the ways that the festival is remembered and celebrated today. At the end of the lesson, we will make a Rangoli pattern.</li></ul>
2.	<b>To understand how people celebrate diwali</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about how people celebrate Diwali. We will recap the Diwali story before having a go at creating our very own beautiful mehndi design.</li></ul>
3.	<b>To create a Diya lamp</b>	<ul style="list-style-type: none"><li>• In this lesson, we will explore what Diya lamps are and why they are important. We will follow a recipe to make salt dough and then use the dough to make a Diya lamp. Finally, we will decorate our Diya lamps.</li></ul>



Lesson  
number

Lesson question

About the lesson

1.

To understand why we celebrate birthdays

Pupils will learn

- In this lesson, we will learn why we celebrate birthdays and identify when our own birthdays are. We will think of some of the ways that we celebrate birthdays and end the lesson by writing an invitation.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by hosting a party for your teddies.

2.

Birthday Cake

Pupils will learn

- In this lesson, we will manipulate materials to create a representation of a birthday cake. We will develop fine motor skills and imaginative skills during this lesson.

3.

Birthday Card

Pupils will learn

- In this lesson, we will make a birthday card for somebody in our household, a family member, a friend, or even a toy! We will think about that person's favourite things to make the birthday card special.





Lesson  
number

Lesson question

About the lesson

1.

To understand the difference between hot and cold

Pupils will learn

- In this lesson, we will identify things that are hot and things that are cold. We will end the lesson by conducting an experiment using ice cubes.

2.

To understand how humans react differently to hot and cold

Pupils will learn

- In this lesson, we will learn all about the differences between hot and cold weather and how it affects our bodies. We will plan to go on a hot holiday or a cold holiday, making sure to pack appropriate clothes depending on the weather!

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could write a packing list to make sure that you have got everything you need.

### 3.

## To name things that you can see outside in winter

### Pupils will learn

- In this lesson, we will identify things that we can see outside in winter. We will think about the colours of the season and create a drawing of things that we can see on a winter walk.

### Essential additional subject-specific information

- Post lesson activity: You could extend this lesson by comparing seasons, the things you might see outside and the colours you might use to represent each season.
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Lesson  
number

Lesson question

About the lesson

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1.

To understand why some people celebrate Hanukkah

Pupils will learn

- In this lesson, we will listen to the story of Hanukkah to understand why some people celebrate it. We will map the story to help us remember it.

**Essential additional subject-specific information**

- Post lesson activity: You can extend the lesson by thinking of an action to remember each part of the story.
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2.

To understand how Jewish people celebrate Hanukkah

Pupils will learn

- In this lesson, we will learn about the different ways in which Jewish people celebrate Hanukkah. We will have a go at creating an important symbol for Hanukkah; the menorah.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could explore about other Jewish celebrations and traditions.
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### 3.

## To learn about the food that people eat at Hanukkah

### Pupils will learn

- In this lesson, we will learn about some of the traditional food that is enjoyed while celebrating Hanukkah. We will then think about food that we enjoy during celebrations that are important to our families.
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Lesson number	Lesson question	About the lesson
1.	To listen to the Nativity story	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will listen to the Nativity story and begin to recognise why Jesus is very special to some people. We will map the story to help us to remember it.</li></ul>
2.	To understand why Christians believe Jesus is special	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will learn about why Jesus is a special figure in the Christian faith. We will recreate the star that Christians believe the three wise men followed to find Jesus on the night he was born.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>Post lesson activity: You could extend this lesson by thinking about other important figures in the Christian religion.</li></ul>
3.	To name the important people at the Nativity	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will identify the important people who visited baby Jesus and make representations of them. We will combine a variety of different media in order to create a Nativity scene.</li></ul>



Lesson  
number

Lesson question

About the lesson

1.

To understand how people celebrate Christmas in the UK

Pupils will learn

- In this lesson, we will think of different traditions from the UK and where they have come from. We will end the lesson by designing and writing a Christmas card, thinking carefully about who we will send it to and why.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by comparing UK traditions to other traditions around the world.

2.

To understand how people in different countries celebrate Christmas

Pupils will learn

- In this lesson, we will find out about some of the different ways that different countries traditionally celebrate Christmas. We will talk about the similarities between traditions and differences with others. Then we will make a Christmas tree decoration together.

**Essential additional subject-specific information**

- Post lesson activity: You could extend this lesson by talking about different traditions that you celebrate at home.

### 3.

## To look at how Christmas celebrations have changed over time

### Pupils will learn

- In this lesson, we will explore how Christmas traditions have altered over time. We will compare how Christmas trees were decorated in the past and in present times. Finally, we will create our very own gingerbread tree decoration.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by talking to family members about how your family Christmas traditions have changed over time.
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Lesson  
number

Lesson question

About the lesson

1.

To understand what it means to have a job

Pupils will learn

- In this lesson, we will learn what it means to have a job. We look at different types of job and decide what would be our dream job. We consider what we would need to do in this role and practise for the future by acting it out with our teddies.

2.

To explain what a doctor does

Pupils will learn

- In this lesson, we will learn about what doctors do to help us and how they treat people when they are ill. We will role play being a doctor and write a prescription for our patient.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could talk about the difference between visiting the GP to see a doctor and going to hospital.



### 3.

## To identify where doctors and nurses work

### Pupils will learn

- In this lesson, we will explore different work places. We will identify where doctors, nurses and other medical professionals might work. We will recall features of a hospital and then use junk modeling resources to create a representation of a hospital.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by using small-world figures to act out the roles of doctors and nurses.
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Lesson number	Lesson question	About the lesson
1.	To understand what a police officer does	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will learn the role of a police officer. We will consider what they do on a daily basis and imagine ourselves as police officers by investigating a crime. We will end the lesson with a list of clues that you can use to investigate the crime further.</li></ul>
2.	To identify the key parts of a police officer's uniform	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will learn about the role of police officers, and what they wear as their uniform. We will create a part of their uniform to use during imaginative play.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>Post lesson activity: You could extend this lesson by thinking about the dangers of being a police person.</li></ul>

### 3.

## To role play being a police officer

### Pupils will learn

- In this lesson, we will recap our knowledge on the role of a police officer. We will think about the different roles that police officers have in the community and use our imagination to role play a scenario. We will end the lesson by using paint to take our own fingerprints.
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Lesson number	Lesson question	About the lesson
1.	To understand what a firefighter does	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will learn about the role of a firefighter. We will pay close attention to the mechanics of a fire engine and get creative by building one.</li></ul>
2.	To create an observational picture of a fire engine	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will use a photo of a fire engine to help us create an observational picture. We will really focus on the key features of a fire engine, including the shapes and colours.</li></ul> <p><b>Essential additional subject-specific information</b></p> <ul style="list-style-type: none"><li>Post lesson activity: To extend this lesson, you could think about why fire engines are so important for carrying out fire people's jobs.</li></ul>
3.	To recall the key features of a fire engine	<p><b>Pupils will learn</b></p> <ul style="list-style-type: none"><li>In this lesson, we will identify the key features of a fire engine. We will then use junk modelling resources to create a representation of a fire engine, including the key features that we have learned about.</li></ul>



Lesson number	Lesson question	Pupils will learn
1.	To understand the job of an engineer	<ul style="list-style-type: none"><li>In this lesson, we will look at the engineering process. We begin the process of becoming engineers by designing something that flies.</li></ul>
2.	To explain how something works	<ul style="list-style-type: none"><li>In this lesson, we will put our invention to the test and make sure to make any improvements if needed. Finally, we will explain how our new invention works to somebody in our household, a teddy or a toy.</li></ul>
3.	To build a bridge	<ul style="list-style-type: none"><li>In this lesson, we will become engineers and build our own bridge. We will learn about different types of bridges, the materials they are made from and what bridges are used for.</li></ul>



Lesson  
number

Lesson question

About the lesson

1.

To explain features of different modes of transport

Pupils will learn

- In this lesson, we will look at the features of different modes of transport and end the lesson by designing our own. We will think carefully about how to make the vehicle move and what features it needs.

**Essential additional subject-specific information**

- Post lesson activity: You can bring the lesson to life by building your transport after the lesson.

2.

Transport Model

Pupils will learn

- In this lesson, we will think about different modes of transport, then we will have a go at creating our own aeroplane! We will think about where our aeroplane could fly.

3.

Construct a vehicle

Pupils will learn

- In this lesson, we will think about the different vehicles that we use to travel from one place to another. We will use construction resources to construct a representation of our chosen vehicle.



Lesson  
number

Lesson question

About the lesson

1.

To compare trains from past and present

Pupils will learn

- In this lesson, we will think about journeys we have been on. We will consider how transport has changed over the years and identify differences in steam and electric trains. We end this lesson by designing a train made of 2D shapes.

**Essential additional subject-specific information**

- Post lesson activity: If you want a challenge, you could use 3D shapes to make a train model.

2.

To understand why people take trains

Pupils will learn

- In today's lesson, we join Miss Sidenius in learning about why people take trains. We will talk about the benefits of taking a train, ending the lesson with our own imaginary train journey to a magical location of your choice! You can extend this lesson by constructing your own train track.

**Essential additional subject-specific information**

- Post lesson activity: You can extend this lesson by constructing your own train track.

### 3.

## To find a train station on a map

### Pupils will learn

- In this lesson, we will learn what maps are used for. We will look carefully at a map and find various places, including the train station. We will end the lesson by drawing our own map.
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Lesson  
number

Lesson question

About the lesson

1.

To understand that humans grow and change over time

Pupils will learn

- In this lesson, we will consider how we have grown since we were a baby. We will compare our appearance to a photo of when we were a baby and consider what abilities we have developed. We will end the lesson by filling a box with things to remind us of what we are like now.

2.

To understand what humans need to grow

Pupils will learn

- In this lesson, we will learn about what humans need to grow, and use our knowledge to create a comfortable bed for a teddy or toy to use so that they can get lots of sleep and grow too!

**Essential additional subject-specific information**

- Post lesson activity: You could extend this lesson by talking about how you have grown and changed so far in your own life.

### 3.

## To sequence the life cycle of a human

### Pupils will learn

- In this lesson, we will learn about the life cycle of a human. We will explore how our abilities change and develop as we grow. At the end of the lesson we will role play taking care of a baby.
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## Unit 22 On the Farm. Growing (Animals)

3 Lessons



Lesson  
number

Lesson question

Pupils will learn

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- |           |  |   |
|-----------|--|---|
| <b>1.</b> | <b>To know the names for the offspring animals</b>     | <ul style="list-style-type: none"><li>• In this lesson, we will think about animals that live on a farm and learn to identify their offspring. At the end of the lesson, we will test our new knowledge by matching the baby animals to the adult animals.</li></ul>          |
| <b>2.</b> | <b>To know what farm animal offspring need to grow</b> | <ul style="list-style-type: none"><li>• In this lesson, we will learn about how farm animals grow, including what different farm animals need to grow. We will end the lesson with a fun task creating some potato print chicks, just like you might see on a farm.</li></ul> |
| <b>3.</b> | <b>To sequence the life cycle of an animal</b>         | <ul style="list-style-type: none"><li>• In this lesson, we will learn about animal life cycles. We will learn vocabulary associated with life cycles and to end the lesson, we will make a representation of a baby animal.</li></ul>   |
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Lesson  
number

Lesson question

About the lesson

1.

To understand what plants need to grow

Pupils will learn

- In this lesson, we will look at the things plants need to grow. We will learn to plant a seed and you can end the lesson testing our knowledge by following instructions to plant a seed.

**Essential additional subject-specific information**

- Post lesson activity: Make sure to look after the plant and watch it grow.

2.

To sequence the stages of a plant growing

Pupils will learn

- In this lesson, we will learn about what plants need to grow, and finish the lesson by creating a representation of a plant or flower using seeds and beans.

**Essential additional subject-specific information**

- Post lesson activity: You could extend this lesson by trying to recognise different stages of the plant life cycle using plants or flowers in your home.

### 3. Construct a beanstalk

#### Pupils will learn

- In this lesson, we will combine different media in order to create a representation of a beanstalk.
- 





Lesson  
number

Lesson question

About the lesson

1.

To explain changes that happen in Spring

Pupils will learn

- In this lesson, we will learn the features of Spring and understand why these changes occur.

**Essential additional subject-specific information**

- Post lesson activity: After the lesson, look for the features of Spring by going on a walk with your grown up and taking photos.

2.

To look closely at a flower and identify different parts

Pupils will learn

- In this lesson, we will learn about the different parts of a flower. We will use our knowledge to create an observational drawing or painting of a flower, making sure to include all of the different features that we can see.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could spot different parts of a plant or flower while out on walk. Does a tree have all of the same parts?

### 3.

## To create a Spring collage

### Pupils will learn

- In this lesson, we will create a Spring collage. We will collect Spring objects and begin to understand that different media can be combined to create new effects.

### Essential additional subject-specific information

- Post lesson activity: You can extend this lesson by looking for and talking about the new growth that we see in Spring.
- 





Lesson  
number

Lesson question

About the lesson

1.

**To identify foods that are healthy and foods that are not healthy**

**Pupils will learn**

- In this lesson, we will learn about how to eat a healthy, balanced diet. We will learn about the importance of different food groups and end the lesson by designing a plate of healthy food.

2.

**To learn about different fruits and vegetables**

**Pupils will learn**

- In this lesson, we will learn about different fruits and vegetables, and the difference between fruits and vegetables. We will end the lesson with some fun transient art creating fruit and vegetables faces!

**Essential additional subject-specific information**

- Post lesson activity: You could enjoy your art as a tasty snack once the lesson has finished.



### 3.

## To create a healthy dish

### Pupils will learn

- In this lesson, we will learn about the different food groups and begin to understand the importance of including lots of fruit and vegetables in our diets. We will think about the colours of the rainbow and name fruit for each colour which we will include in our healthy 'rainbow fruit salad'.

### Essential additional subject-specific information

- Post lesson activity: You could extend this lesson by exploring what else our bodies need to stay fit and healthy.
- 





Lesson  
number

Lesson question

Pupils will learn

- 
- |           |  |   |
|-----------|--|---|
| <b>1.</b> | <b>To listen to the story of Easter</b>          | <ul style="list-style-type: none"><li>• In this lesson, we will learn about the history and traditions of Easter. We will hear the Easter story and map it to remember it. We will think about the ways Easter is celebrated today.</li></ul>   |
| <b>2.</b> | <b>To understand how people celebrate Easter</b> | <ul style="list-style-type: none"><li>• In this lesson, we will find out more about the Easter story and how people celebrate Easter. We will create our own Easter Card, thinking about the features of Easter that we would like to include.</li></ul>  |
| <b>3.</b> | <b>To follow a map</b>                           | <ul style="list-style-type: none"><li>• In this lesson, we will design a map for an Easter egg hunt. We will think about where the hunt will take place, hide the eggs and draw a map for a friend or family member to follow. We will use positional language to give clues about the position of the Easter eggs.</li></ul> |
-



Lesson  
number

Lesson question

About the lesson

1.

To understand what a habitat is

Pupils will learn

- In this lesson, we will identify different habitats and begin to understand why different animals live in different habitats. We will create a habitat for a teddy, thinking about what animal they are and what shelter, food and climate they would need to survive in the wild.

**Essential additional subject-specific information**

- Post lesson activity: Put your knowledge into practice by creating a habitat for your teddy, thinking about what animal they are and what shelter, food and climate they would need to survive in the wild.

2.

To understand what makes a good habitat

Pupils will learn

- In this lesson, we will learn about what makes a good habitat. We will consider the three things that all animals need and make our own habitat for an animal or animals of our choice.

### 3.

## To match animals to an appropriate habitat

### Pupils will learn

- In this lesson, we will explore four different habitats and look closely at why certain animals are suited to living there. We will look at the different tracks that animals make as they move around their habitats. Finally, we will make our very own animal tracks by printing with potatoes.
- 





Lesson  
number

Lesson question

About the lesson

**1.** To identify animals that live in a woodland

**Pupils will learn**

- In this lesson, we will identify animals that live in a woodland and understand why it is a good habitat for these animals. We will think about the smaller creatures that live in a woodland and end the lesson by going on a minibeast hunt.

**2.** Construct a minibeast

**Pupils will learn**

- In this lesson, we will use available resources in order to construct a minibeast.

**3.** To identify what habitats minibeasts like

**Pupils will learn**

- In this lesson, we will look at different minibeasts and the kinds of habitats that they like. To finish the lesson, we will use our knowledge to build a bug hotel.

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson, you could think about what you could do to improve your bug hotel. Is it waterproof? Does it use lots of different materials that lots of different minibeasts like?



Lesson  
number

Lesson question

Pupils will learn

- 
- | Lesson number | Lesson question   | Pupils will learn   |
|---------------|---|---|
| 1.            | To identify parts of the rainforest                       | <ul style="list-style-type: none"><li>In this lesson, we will identify parts of the rainforest and consider what makes it a good habitat for so many species. We will end the lesson by creating a rainforest in a jar using natural objects.</li></ul>   |
| 2.            | To identify different animals that live in the rainforest | <ul style="list-style-type: none"><li>In this lesson, we will learn about the four different layers of a rainforest and some of the different species of animals that make the rainforest their home and make a mask.</li></ul>   |
| 3.            | Rainforest animals  | <ul style="list-style-type: none"><li>In this lesson, we will learn about the rainforest, and what types of animals live there. We will move like these animals and try to remember all of the different ways that they move, with a fun rainforest spin the wheel activity at the end!</li></ul> |
-



Lesson number	Lesson question	Pupils will learn
1.	To understand why people celebrate Eid	<ul style="list-style-type: none"><li>In this lesson, we will learn some of the history and traditions surrounding Ramadan and Eid al-Fitr. We will end the lesson by thinking about what we celebrate and drawing a picture of this. We will understand that we all celebrate different things.</li></ul>
2.	Make moon and star Eid decorations	<ul style="list-style-type: none"><li>In this lesson, we will learn about how Muslims celebrate Eid and we will create our own moon and star decoration.</li></ul>
3.	Construct a Mosque	<ul style="list-style-type: none"><li>In this lesson, we will learn that a Mosque is the place of worship for people of the Muslim faith. We will use a variety of modelling materials to create a representation of a Mosque.</li></ul>



Lesson  
number

Lesson question

Pupils will learn

**1.**

**To identify features of a polar habitat and locate them on a globe**

- In this lesson, we will learn where polar habitats are located on a world map and identify features of them. We will learn some ways that animals have adapted to be able to survive in such extreme conditions. Then we will build an igloo to shelter from the cold weather using marshmallows.

**2.**

**To name animals that live in polar habitats**

- In this lesson, we will identify different animals that live in polar habitats. We will think about the weather in polar habitats and how the animals are able to live in such cold conditions. We will end the lesson by creating a polar painting using only our fingertips as paint brushes!

**3.**

**To identify how polar animals are adapted to the polar habitat**

- In this lesson, we will identify some polar animals. We will think about how these animals are adapted to their snowy homes. Finally, we will practise our fine manipulative skills as we make small cuts in paper in order to create a snowflake.





Lesson  
number

Lesson question

Pupils will learn

**1.**

**To understand the impact of cutting down trees on the rainforest**

- In this lesson, we will learn about the impact of climate change. We will learn about the changes happening to our planet and take a closer look at deforestation. We will think of things we can do to help our planet and learn creative ways to recycle by creating art made of recycled paper.

**2.**

**To understand the issue of global warming on the polar habitat**

- In this lesson, we will learn about the impact of global warming on the polar habitat. We will focus on the impact that this will have on the wildlife and carry out an ice experiment to demonstrate the changes occurring due to global warming.

**3.**

**To understand what I can do about climate change**

- In this lesson, we will explore the effects of climate change. We will learn about some of the causes of climate change and think of changes that we can make to our behaviour in order to save our planet. Finally, we will create a poster to promote caring for our planet.



Lesson  
number

Lesson question

About the lesson

1.

To identify changes in the world around me

Pupils will learn

- In this lesson, we will identify changes that happen in summer. We will think of ways that we need to look after ourselves in the summer.

**Essential additional subject-specific information**

- Post lesson activity: Use your new knowledge to pack a bag to take on a summer walk and photograph any signs of summer that you see.

2.

Seasons collage

Pupils will learn

- In this lesson, we will learn about the four different seasons. We will think about how we can recognise different seasons and represent them by creating a collage of changing leaves on trees.

3.

Build a flower

Pupils will learn

- In this lesson, we will learn about the different parts of a flower. We will then build a flower from construction materials.



Lesson number	Lesson question	Pupils will learn
<b>1.</b>	<b>To identify different creatures that live under the sea</b>	<ul style="list-style-type: none"><li>• In this lesson, we will learn about the creatures that lurk deep beneath the sea. We will identify some of those creatures and the features that allow them to survive in an underwater habitat. Then we will capture the ocean in our very own sensory bottles.</li></ul>
<b>2.</b>	<b>Junk modelling sea creatures</b>	<ul style="list-style-type: none"><li>• In this lesson, we will create our own sea creature beginning with a j.</li></ul>
<b>3.</b>	<b>Build a cave</b>	<ul style="list-style-type: none"><li>• In this lesson, we will combine different media in order to create a representation of an underwater cave.</li></ul>



Lesson  
number

Lesson question

About the lesson

1.

To name what I might see at the beach

Pupils will learn

- In this lesson, we will identify some things we might see at the beach and learn how beaches were made. We will role play a day out at the beach.

2.

To name what I need to take to the beach

Pupils will learn

- In this lesson, we will write a list and pack a bag for a beach holiday. We will make sure that we have one of the most important things we need to take by creating our very own pair of snazzy sunglasses!

**Essential additional subject-specific information**

- Post lesson activity: To extend this lesson you could think about how you could improve the sunglasses to make them stay on your head.

3.

To identify animals that live on the beach

Pupils will learn

- In this lesson, we will learn what a rock pool is and think about the living things that make their home there. Finally, we will combine a variety of materials in order to make a representation of a rock pool and the animals that live there.



Lesson  
number

Lesson question

About the lesson

1.

To understand what floating and sinking is

Pupils will learn

- In this lesson, we will predict what will float and sink. We look at our findings and identify patterns. We will use our knowledge to predict what will float or sink in a quiz at the end of the lesson.

**Essential additional subject-specific information**

- Post lesson activity: To extend your knowledge further, test different objects in your home when in the bath or helping to wash up (with your parent or carer's permission).

2.

Float/sink experiment

Pupils will learn

- In this lesson, we will be scientists and explore whether items we find around our house float or sink and sort them into two piles, depending on whether they float or sink.

3.

Build a boat that floats

Pupils will learn

- In this lesson, we will construct a boat and then test it in some water to see if it floats.



Lesson  
number

Lesson question

Pupils will learn

- 
- |           |  |   |
|-----------|--|---|
| <b>1.</b> | <b>To understand why our oceans are becoming polluted</b>                  | <ul style="list-style-type: none"><li>• In this lesson, we will identify things that humans do that pollute the ocean. We will think of things we can do to reduce the pollution in the ocean. At the end of the lesson, we will make ocean play dough and practise removing the rubbish from it.</li></ul> |
| <b>2.</b> | <b>To understand what steps can be taken to combat polluting the ocean</b> | <ul style="list-style-type: none"><li>• In this lesson, we will learn about the impact that pollution has on our oceans and what we can do to combat ocean pollution. We will use plastic to create a poster to raise awareness of ocean pollution.</li></ul>   |
| <b>3.</b> | <b>To persuade people to stop polluting the oceans</b>                     | <ul style="list-style-type: none"><li>• In this lesson, we will look at some of the effects that ocean pollution has on the oceans' inhabitants. Finally, we will create a plastic bag jellyfish to demonstrate just how easily plastic bags can be mistaken for jellyfish.</li></ul>                       |
-



Lesson  
number

Lesson question

About the lesson

1.

To understand some features of our Solar System

Pupils will learn

- In this lesson, we will blast off into outer space. We will learn some features of the solar system and have an introduction to the planets.

**Essential additional subject-specific information**

- Post lesson activity: Consolidate your new knowledge by drawing a picture of the planets. Can you think of a rhyme to remember the order of them?

2.

Alien handprints

Pupils will learn

- In this lesson, we will create aliens from our handprints! We will think about the colour of our aliens, how many eyes they will have and what their arms and legs will look like.

3.

Build a spaceship/rocket

Pupils will learn

- In this lesson, we will learn the difference between a rocket and a spaceship. We will then use construction materials to construct either a rocket or a spaceship.



Lesson  
number

Lesson question

Pupils will learn

- 
- | Lesson number | Lesson question                             | Pupils will learn   |
|---------------|---|---|
| 1.            | To reflect on the year that is finishing    | <ul style="list-style-type: none"><li>In this lesson, we will reflect on our school year. We will recognise the importance of transitions and begin to identify strategies to support them. We will think of something we are looking forward to about the year ahead and create a reflection leaf.</li></ul>                           |
| 2.            | To identify important periods of transition | <ul style="list-style-type: none"><li>In this lesson, we will think about some of the transitions that we have experienced in life and how they have made us feel. We will consider the changes that we are going to experience by moving class or starting school and create a new picture for our new classroom or teacher.</li></ul> |
| 3.            | To identify key features of a classroom.    | <ul style="list-style-type: none"><li>In this lesson, we will identify key features of a classroom. As we prepare to move to a new classroom, or even start school for the first time, we think about what our new classroom may look like. We will also explore the key features that our dream classroom may include.</li></ul>       |
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# 4. Learn More



## Contents

Section number	Section title
1.	Coherence and flexibility
2.	Subjects first
3.	Knowledge selection
4.	Knowledge organisation
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning

### 1. Coherence and flexibility

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. 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.

## **2. 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.

## **3. 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.

## **4. Knowledge organisation**

The units for Understanding the World are arranged into 6 Overarching Topics, 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. Within these units, 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.

## **5. 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.

## **6. 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.

## **7. 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.

