



BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
People and Communities term 1 (Autumn1) All About Me

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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.</b>	To show an interest in the lives of people who are familiar to them.	Circle time activities to talk about the children's home and community life. Encourage the children to talk about their home life and encourage them to listen to the experiences of other children.	UW PC (22-36, 30-50, 40-60+, ELG)	Photographs Objects to sequence Books	CL LA CL U CL S PSED MR PSED MFB PSED SCSA	Do the children show an interest in the lives of people who are familiar to them?
	To remember and describe special times and events for family or friends including past and present events. To begin to use language to describe the passing of time.	'Show and Tell' and Circle time activities to celebrate and discuss special events in the children's lives such as birthdays, weddings and family holidays. Provide ways of preserving memories of special home and school events e.g. making a book, collecting photographs, drawing and writing. Sequence events and objects in order to develop a sense of chronology e.g. sequence the children's day at school using photographs. Talk about the differences between night and day.			CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA	Can the children sequence events in the correct order? Can children use the correct language when talking about the passing of time?

		<p>Model the use of the language of time e.g. yesterday, today, tomorrow, before, after, old, new.</p>				
	<p>To know some things that make them unique, and to talk about similarities and differences in relation to friends or family.</p>	<p>Circle times to talk about their uniqueness and identity. Use mirrors to look closely at themselves and to talk about their features. With a partner talk about what they both have that is the same and what they have that is different from each other. Make a display with the children showing all the members of the class.</p>		<p>Mirrors Paint Camera</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Do the children know what makes them unique? Can they begin to identify similarities and differences in relation to each other, family and friends?</p>
	<p>To enjoy learning about routines and customs.</p>	<p>Introduce the theme of Harvest. Talk to the children about the different fruit and vegetables, cereals and grains we eat. Discuss how and where the produce was grown. Show the children pictures and footage of food being harvested around the world. Explain what a Harvest festival is and discuss how and why Christians like to say thank you to God for the</p>		<p>Fruit and vegetables Cereals and grains Pictures Espresso IT package Books</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Can the children talk about harvest time? Do they understand what people are giving thanks for?</p>

		<p>harvest. Talk about the Harvest Festival in our school and what will happen in it.</p> <p>Introduce the Jewish festival of Sukkot. Look at pictures and footage with the children. Discuss what happens in Jewish homes at this time. Talk about how it is both similar to and different from a Christian Harvest Festival.</p> <p>Invite people from a range of cultural backgrounds to talk about aspects of their lives. Be sensitive to the needs of EAL children and children from different cultural backgrounds in the class.</p>				
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding  
the World Technology term 1 (Autumn 1) All About Me

Early Learning goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b>	To know how to operate simple equipment.	Teach the children how to use simple equipment in the classroom, such as the CD player. Allow children to access the equipment and use it with support if necessary or independently.	UW T (22-36, 30-50, 40-60+, ELG)	CD player Flip camera Camera	PD MH CL LA CL U CL S	Can the children operate simple equipment?
	To show an interest in technological toys with knobs or pulleys, and real objects such as mobile phones. To show skill in making toys work and to be able to achieve effects such as sound and movement.	Provide opportunities for children to play with a variety of toys which have technological elements to them. Provide a range of materials and objects to play with that work in different ways e.g. egg whisk, torch, tape recorder. Support and extend skills children develop as they become familiar with simple equipment. Introduce and use the Beebots with the children. Allow them to explore the buttons and discover what they do.		Toys Household equipment Beebots	PD MH CL LA CL U CL S	Do the children show an interest in technological toys?

	<p>To complete a simple program on the computer.</p>	<p>Introduce the children to the computer suite. Talk about and name the equipment in there. Teach the children how to log on and off using the class log on details. Introduce a variety of programs to develop mouse control , literacy, mathematics and art skills. Teach the children how to open a program and start a new piece of work, how to print a piece of work using the print icon and how to close a program.</p>		<p>Computers Printers Programs: 2Simple Sebran Beep Beep Beep Beep Beep Beep</p>	<p>PD MH CL LA CL U CL S</p>	<p>Can the children use a computer to complete a simple program?</p>
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BRITISH ISLAMIC ACADEMY

**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding  
the World The World term 1 (Autumn 1) All About Me

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<p><b>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 vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p>	<p>To talk about features of their own immediate environment.</p>	<p>Take the children for a walk around the school grounds. Encourage the children to talk about the features they can see, and to ask and answer questions. Take pictures of the class toy in different places around the school. Ask the children if they can identify where the toy is, and if they know how to get there themselves. Support their answers by modelling, using geographical vocabulary. Use play mats and small world toys for the children to make their own environments.</p>	<p>UW W (22-36, 30-50, 40-60+, ELG)</p>	<p>School grounds Class toy Photographs Play mats Small world toys</p>	<p>CL LA CL U CL S</p>	<p>Can the children talk about features of their immediate environment?</p>
	<p>To talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Make collections of a variety of things the children have found. Allow the children to explore the collections and encourage them to sort the items in a variety of ways. Talk about the different features they can see and encourage a multi-sensory approach in order to</p>				

	<p>To develop an understanding of growth, decay and changes over time.</p>	<p>support children with sensory impairment to enhance their learning about the world around them.</p> <p>Encourage the children to look closely at themselves and each other. Talk about how we are the same and how we are also different and unique. Discuss our different features e.g. hair, noses etc and ask the children to explain what they are for. Look at pictures of babies and very young children. Ask the children how they are different now and what has changed. Sort pictures of things a baby might need and things the children would use. Look at pictures of older people. Ask the children to sort and order them from youngest to oldest, getting the children to explain their reasoning.</p> <p>Ask a mother and baby to visit the class so the children have first- hand experience of observing a very young child.</p>		<p>Mirrors Pictures Photographs</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S</p>	<p>Are the children developing an understanding of growth and changes over time?</p>
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	<p>To talk about why things happen and how things work. To ask questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Activities to support exploratory play e.g. using the cars and the ramps, sifting and sorting different shapes and sizes of beans and seeds etc. Introduce vocabulary to enable children to talk about their observations and to ask questions. Allow them time to think of and verbalise their own ideas.</p> <p>Cookery activities to provide practical experiences of handling and manipulating a variety of materials, and to observe how and why things change: Making play dough Baking bread Sell bread in the class bread shop to parents.</p>		<p>Small world toys Natural materials Cookery room</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children talk about why things happen and how things work?</p>
	<p>To look closely at similarities, differences, patterns and change.</p>	<p>Talk about how there are similarities and differences between themselves and others. Play the game of the children having to identify what a varied group of children all have in common. Allow children to select the group for the next round of the game.</p> <p>Talk about the differences between day and night. Ask the children to give ideas,</p>		<p>Photographs Pictures Calendar Flip cameras Digital camera</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC UW T</p>	<p>Do the children look at similarities and differences? Are they aware of patterns and change?</p>

		<p>and scribe or illustrate their ideas and thoughts. Make a display of day and night pictures.</p> <p>Look closely at changes in the immediate environment. Link these changes to seasonal change. Take the children on welly walks around the immediate environment. Allow the children to record what they see and to make collections of autumnal natural objects. Use the class calendar to highlight the daily, weekly and monthly changes. Use the correct vocabulary.</p>				
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BRITISH ISLAMIC ACADEMY

**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World People and Communities term 1 (Autumn 2) All About Me

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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.</b>	To show an interest in the lives of people who are familiar to them.	Circle time activities to talk about the children's home and community life. Encourage the children to talk about their home life and encourage them to listen to the experiences of other children. Invite parents in to talk to the children about their jobs, or mothers and babies. Take photographs and display for parents and children to see. Include comments and captions from the children.	UW PC (22-36, 30-50, 40-60+, ELG)		CL LA CL U CL S PSED MR PSED MFB PSED SCSA	Can the children show an interest in the lives of people who are familiar to them?
	To remember and describe special times and events for family or friends including past and present events. To begin to use language to describe the passing of time.	'Show and Tell' and Circle time activities to celebrate and discuss special events in the children's lives such as birthdays, weddings and family holidays. Provide ways of preserving memories of special home and school events e.g. making a book, collecting photographs, drawing and writing. Sequence events and objects in order to develop a sense of chronology e.g.				

	<p>To know some things that make them unique, and to talk about similarities and differences in relation to friends or family.</p>	<p>sequence the children’s day at school using photographs.. Model the use of the language of time e.g. yesterday, today, tomorrow, before, after, old, new. Observe a baby, making comparisons with themselves. Talk about the differences in care needed. Make a poster of things that a baby needs. Sort items into categories e.g. Baby/Not a baby. Introduce the vocabulary of families, including mums, dads, grandparents, cousins, babies, father, sister, parent etc. Talk about the life cycle of a human from birth to adulthood.</p> <p>Circle times to talk about their uniqueness and identity. Use mirrors to look closely at themselves and to talk about their features. Encourage the children to look very closely and support them to notice details about each other. The children can take turns to draw pictures of each other. Discuss the things that are the same about us all and things that make us unique. Celebrate the differences in the class. Be sensitive to the needs and feelings of</p>		<p>Mirrors Paint Camera Pens and paper</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Do the children know what makes them unique? Can they begin to identify similarities and differences in relation to each other, family and friends?</p>
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	<p>To enjoy learning about routines and customs.</p>	<p>children from different cultures and countries. With a partner talk about what they did at the weekend. Highlight things that are the same and things that are different in their lives.</p> <p>Read the story of Diwali to the children. Explain that it is the Hindu festival of light. Talk about the customs of Diwali and how it is celebrated. Talk about Hindu beliefs and how they are similar to how Christians celebrate Christmas. Make Diva pots, firework pictures and Mehandi patterns.</p> <p>Talk to the children about how we celebrate Christmas. Discuss similarities and differences in the ways families celebrate. Read the Christmas story to the children and get them to act it out. Talk about the special job that Mary was given and how Mary and Joseph must have felt when they were told they were going to have God's son. Talk about why we give presents at Christmas. Children to take part in whole school</p>		<p>Espresso Clay Paint Pens Coloured sand</p> <p>Books Pictures Dressing up clothes Role play area Christmas artefacts</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Do the children enjoy learning about other beliefs and customs? Can they recall facts and information that they have learnt?</p>
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		<p><b>Nativity story.</b> Be sensitive to the needs of EAL children and those from other cultures. Ensure that their needs and feelings are taken into account. Encourage the parents of children from other faiths and backgrounds to come into school to talk to the children about their beliefs and celebrations e.g. the Jewish festival of Hannukah.</p>				
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BRITISH ISLAMIC ACADEMY

**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding  
the World Technology term 1 (Autumn 2 All About Me

Early Learning goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b>	To know how to operate simple equipment.	Teach the children how to use simple equipment in the classroom, such as the CD player, flip camera and remote controlled cars. Allow children to access the equipment and use it with support if necessary or independently.	UW T (22-36, 30-50, 40-60+, ELG)	CD player Flip camera Camera	PD MH CL LA CL U CL S	Can the children operate simple equipment?
	To show an interest in technological toys with knobs or pulleys, and real objects such as mobile phones. To show skill in making toys work and to be able to achieve effects such as sound and movement.	Provide opportunities for children to play with a variety of toys which have technological elements to them. Provide a range of materials and objects to play with that work in different ways e.g. egg whisk, torch, tape recorder. Support and extend skills children develop as they become familiar with simple equipment. Beebot activity. Recap with the children what the Beebots can do and how to operate them. Use a Beebot floor mat and encourage the children to negotiate a path across the mat by inputting the correct instructions. Allow children to play with real (old)		Toys Household equipment Beebots	PD MH CL LA CL U CL S	Do the children show an interest in technological toys?

	<p>To complete a simple program on the computer.</p>	<p>mobile phones and computer equipment such as computer key boards and monitors when engaging in role play.</p> <p>Practise using the correct user name and password with the children when in the computer suite. Have a model for the children to copy. Children will learn to: Log on using log-on name and password. Log off. Use the mouse with a single left click. Open and close a variety of programs. Explore a variety of tools e.g. fill, undo, and shapes on art programs. Start a new piece of work.</p> <p>Children will use name cards to copy their name onto the keyboard. Make firework pictures using 2publish. Make snowmen scenes using shape tools. Use Sebran program to develop keyboard letter recognition skills. Use Sebran to practise counting skills.</p>		<p>Computers Printers Programs: 2Simple 2publish Sebran Beep Beep Beep Beep Beep Beep</p>	<p>PD MH CL LA CL U CL S</p>	<p>Can the children use a computer to complete a simple program? Can the children log on to a computer?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World The  
World term 1 (Autumn 2) All About Me

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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 vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>	To talk about features of their own immediate environment.	Take the children for a walk around the school grounds. Encourage the children to talk about the features they can see, and to ask and answer questions. Look at the seasonal changes that are visible and talk about Autumn and why trees lose their leaves and flowers die at this time of year. Allow the children to make collections of objects they find to observe, sort and record in a variety of ways. Use play mats and small world toys for the children to make their own environments.	UW W (22-36, 30-50, 40-60+, ELG)	School grounds Class toy Photographs Play mats Small world toys	CL LA CL U CL S	Can the children notice and talk about seasonal changes? Can they talk about what happens in Autumn?
	To talk about some of the things they have observed such as plants, animals, natural and found objects.	Make collections of a variety of things the children have found. Allow the children to explore the collections and encourage them to sort the items in a variety of ways. Talk about the different features they can see and encourage a multi-sensory approach in order to				

		support children with sensory impairment to enhance their learning about the world around them.				
	To develop an understanding of growth, decay and changes over time.	<p>Make a collection of natural objects over a period of time e.g. leaves. Ask the children to talk about changes they can see, such as leaves turning from green to yellow to brown. Talk about the changes visible and record changes on a class display by getting the children to take photographs of the same tree over a period of weeks.</p> <p>Look at apples and how they decay over time. Allow the children to explore them, noticing changes in texture as well as colour.</p>		<p>Mirrors Pictures Photographs</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S UW PC</p>	<p>Are the children developing an understanding of growth and changes over time? Can they talk about the changes they see?</p>
	To talk about why things happen and how things work.	Activities to support exploratory play e.g. playing with magnets, lenses and the light box, making collages with a variety		<p>Small world toys Natural materials Cookery room</p>	<p>CL LA CL U CL S</p>	<p>Can the children talk about why things happen and</p>



		<p>Take photographs of something that the children like to look at.</p> <p>Touch: Explore a variety of materials with the children, such as cold spaghetti, shaving foam, ice cubes, warm water, lentils, sandpaper etc. Get the children to describe what they can feel. Support their use of language and correct misconceptions e.g. glass is smooth not soft.</p> <p>Play games using a feely bag. Describe what you feel in the bag. Can the children guess what it is? Allow the children to be the teacher describing the object.</p> <p>Sort materials and make collage and picture of different materials according to a variety of criteria e.g. rough/smooth, hard/soft, warm/cold.</p> <p>Hearing: Go on a listening walk around the school. Encourage the children to really focus on what they can hear, not see. Use sound tapes to listen to and recognise different sounds.</p> <p>Give each child a piece of dowel or a beater. Encourage them to explore the outside area and discover how different sounds are made by tapping or stroking their beaters on things such as a wooden door, a wire fence, a metal slide and other items 'planted' by the teacher such</p>			<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC UW T</p> <p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC UW T</p>	<p>Can the children accurately describe a variety of different textures and materials? Can they sort materials into different criteria?</p> <p>Can the children identify, make and change sounds? Can they talk in simple terms about how we hear sounds?</p>
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		<p>as pipes and upturned pots. Record and photograph the activity for a display. Explore how sounds can be changed. Make instruments with the children using a range of materials. Explore sounds we can make with our bodies. Talk about how we hear sounds, and how the sound waves travel through the air and enter our ears.</p> <p>Taste: Discuss foods that the children like and do not like to eat. Talk about how foods taste different e.g. sweet, sour, bitter, salty etc.</p> <p>Discuss the need for a variety of foods to maintain a healthy diet and life style. Talk about how the tongue is divided into different sections. Sort foods in to likes and dislikes. Allow the children to taste a variety of different apples and vote for their favourite. Make a block graph of the findings.</p> <p>Smell: Identify different substances by smell. Go on a walk around the school and find things that have a strong smell such as lavender, rosemary, pine cones etc. Talk about how we smell different things and things that smell nice and nasty.</p>			<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC UW T</p>	<p>Can the children talk about a range of foods and their preferred tastes?</p> <p>Can the children talk about how we smell things and which smells they like and do not like?</p>
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BRITISH ISLAMIC ACADEMY

**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World People and Communities term 2 (Spring) Transport

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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.</b>	To show an interest in different occupations and ways of life.	Circle time activities to talk about the children's home and community life. Encourage the children to talk about their home life and encourage them to listen to the experiences of other children.  Invite visitors in to school such as the school nurse and paramedics. Talk to the children about when we need to see these people. Encourage the children to ask questions and to listen carefully. Take photographs and make a classroom display of people who help us.	UW PC ( 30-50, 40-60+, ELG)	Camera School nurse Paramedics School library books	CL LA CL U CL S PSED MR PSED MFB PSED SCOSA	Can the children listen to our visitors?  Do they show an interest in what they are listening to?
	To remember and describe special times and events for family or friends including past and present events. To begin to use language to describe the	'Show and Tell' and Circle time activities to celebrate and discuss special events in the children's lives such as birthdays, weddings and family holidays.  Talk about what the children did in the Christmas holidays. Encourage the children to use the language of time to describe their experiences e.g. <i>I went to my Grandma's house in the holidays. We</i>			CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCOSA	Can the children sequence events in the correct order?  Can children use the correct language when talking about

	<p>passing of time.</p>	<p><i>stayed for two days then we came back after Christmas. It was quite a long time ago now.</i>          Make a record of the children's ideas and explanations.</p> <p>Talk about a variety of different types of transport. Show the children pictures and talk about the details on them and the things that are similar and different. Look at contrasting pictures of the same types of vehicles from the past e.g. modern buses and Edwardian buses. Discuss the differences. Children to work in groups to sort the pictures into 'Old' and 'New'. Take photographs of the children's ideas and scribe their descriptions and reasoning.</p> <p>Introduce the children to the true story of Neil Armstrong. Talk about the Space Race and the first moon landings. Show the children the power point and talk about his achievements. Children can make a poster about Neil Armstrong by selecting and arranging pictures and captions.</p> <p>Other famous people linked to transport that could be introduced:          The Wright Brothers          George Stephenson</p>			<p>CL LA          CL U          CL S          PD MH          EAD MM          EAD I          PSED MR          PSED MFB          PSED SCSA</p>	<p>events?</p> <p>Can the children sort the pictures according to the criteria?          Can the children begin to use simple historical language?</p> <p>Can the children recall the true story of Neil Armstrong?          Can they make a poster?</p>
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	<p>To enjoy learning about routines and customs.</p>	<p>Read the story of Chinese New Year to the children. Explain that it is the Chinese New Year celebration. Show pictures of how it is celebrated and why. Read to the children how the Chinese years were named after animals. Compare Chinese New Year with other festivals the children have discussed such as Bonfire Night and Christmas.</p> <p>Children to take part in a variety of activities including:</p> <ul style="list-style-type: none"> <li>Dressing up in Chinese clothes</li> <li>Chinese calligraphy</li> <li>Chinese lanterns</li> <li>Chinese fans</li> <li>Chinese coins</li> <li>Chinese dragons</li> <li>Chinese food</li> </ul> <p>Use the IWB for exploring images of Chinese New Year. Encourage parents to come into school to talk about their experiences if relevant.</p>		<p>Espresso Paint Pens Coloured sand</p> <p>Books Pictures Dressing up clothes Role play area Artefacts</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Do the children enjoy learning about other beliefs and customs? Can they recall facts and information that they have learnt?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the  
World Technology Term 2 (Transport)

Early Learning goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b>	To know how to operate simple equipment.	Teach the children how to use simple equipment in the classroom, such as the CD player, flip camera and remote controlled cars. Allow children to access the equipment and use it with support if necessary or independently.	UW T ( 30-50, 40-60+, ELG)	CD player Flip camera Camera	PD MH CL LA CL U CL S	Can the children operate simple equipment independently?
	To show an interest in technological toys with knobs or pulleys, and real objects such as mobile phones. To show skill in making toys work and to be able to achieve effects such as sound and movement.	Provide opportunities for children to play with a variety of toys which have technological elements to them. Provide a range of materials and objects to play with that work in different ways e.g. egg whisk, torch, tape recorder. Support and extend skills children develop as they become familiar with simple equipment. Explore a variety of mechanical and technological toys and vehicles with the children. Ask the children how they can make them work or move. Get the children to describe what they did and see if they can instruct another child to complete the same task. Get the children		Toys Household equipment Mobile phones	PD MH CL LA CL U CL S	Do the children show an interest in technological toys? Can they make the toys work?

	<p>To complete a simple program on the computer.</p>	<p>to draw pictures of the toys and vehicles, highlighting the parts that move or work. Allow children to play with real (old) mobile phones and computer equipment such as computer key boards and monitors when engaging in role play.</p> <p>Practise using the correct user name and password with the children when in the computer suite. Have a model for the children to copy. Children will learn to: Develop basic keyboard familiarity – numbers, letters and space bar. Log on using log-on name and password. Log off. Use the mouse with a single left click. Open and close a variety of programs. Explore a variety of tools e.g. fill, undo, and shapes on art programs. Start a new piece of work. Print using the print icon. Type a simple word using the key board.</p> <p>Children will use name cards to copy their name onto the keyboard. Make transport pictures using 2publish and the shape and fill tools. Use Sebran program to develop keyboard letter recognition skills. Use Sebran to practise counting skills.</p>		<p>Computers Printers Programs: 2Simple 2publish Sebran Beep Beep Beep Beep Beep Beep Fresco</p>	<p>PD MH CL LA CL U CL S M N L W UW W</p>	<p>Can the children use a computer to complete a simple program? Can the children log on to a computer? Can the children use the shape tools to create a picture of a vehicle? Can the children type their name and print it?</p>
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BRITISH ISLAMIC ACADEMY  
Early Years Foundation Stage Scheme of Work

Specific Area of Learning: Understanding the World  
The World Term 2 (Spring) Transport

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<p><b>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 vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b></p>	<p>To talk about features of their own immediate environment.</p>	<p>Encourage the children to talk about where they live and how they get to school. Model the use of simple geographical language such as road, canal, river, street, park and encourage them to add directional language to their descriptions e.g. <i>We go down the hill, past the shops, along the road and into the school gates.</i></p> <p>Show a variety of maps to the children and explain what they are and why they are useful. Get the children to ‘map’ things that are on the carpet such as the pen pots and a book by drawing round them. Take off the objects to reveal the ‘mapped’ items. Provide opportunities for the children to make their own object maps or plans. Rotate the groups and get other children to try to match the items to their outline.</p> <p>Ask the children to draw a ‘picture map’ of their journey from home to school. Teacher to model their journey, using geographical language to support the pictures.</p>	<p>UW W ( 30-50, 40-60+, ELG)</p>	<p>School grounds Photographs Objects Paper Felt tip pens Maps</p>	<p>CL LA CL U CL S PD MH</p>	<p>Can the children describe where they live and how they get to school?</p> <p>Can they make a plan or map of a selection of objects?</p>

	<p>To talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Take the children to the park to observe the traffic going past on the road. Ask the children what they can see and hear. Get the children to do a tally chart of the vehicles on the road. Look at the results and discuss what types of transport they have seen. Ask the children if they can think why they saw lots of cars but very few buses.</p>		<p>Clipboards Pencils</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S</p>	<p>Can the children talk about the different types of transport they have seen?</p>
	<p>To develop an understanding of growth, decay and changes over time.</p>	<p>Look at the photographs taken of the class toy in September and discuss the natural features that can be seen in the photographs such as leaves, berries etc. Take the children on a trip round the school ground to see if they can find where the toy was. Look closely at the pictures and ask the children what changes they can see. Write down the children comments and get the children to take new pictures. Use in a class display the highlight the differences that have occurred since September.</p>		<p>Class toy Photographs</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S UW PC</p>	<p>Are the children developing an understanding of growth and changes over time? Can they talk about the changes they see? Can they give reasons for these changes?</p>

	<p>To talk about why things happen and how things work. To look closely at change.</p>	<p>Cookery activities to provide practical experiences of handling and manipulating a variety of materials, and to observe how and why things change: Making shortbread biscuits, focusing on rolling and cutting. Making cakes, focusing on mixing ingredients.</p>		<p>Cookery room</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children mix ingredients together? Can they roll and cut dough?</p>
	<p>To talk about why things happen and how things work. To explore forces: pushes and pulls.</p>	<p>Talk about how things move. Explain that to move everything must either be pushed or pulled. Explore making a variety of things move by pushing or pulling. Get the children to move around the classroom and label things that they have moved. Take photographs of the children making things move, getting the children to sort them in the next lesson.</p> <p>Explore how some things move easier than others e.g. a heavy object needs a bigger push or pull to make it move. Use the ramps to investigate how things can move faster if travelling down a slope. Allow the children to explore the ramps using many different objects. Encourage them to film each other using the Flip cameras. Watch the films back</p>		<p>Labels Ramps Cars Objects</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children identify a push and a pull?</p> <p>Can the children make an object go further by adapting the ramp?</p>

		<p>with the children and ask them to comment on or explain what they see.</p> <p>Change the surface of the ramp to see if it makes a difference to the speed of the object or the distance travelled. Allow the children to make suggestions and test different surfaces. Get the children to suggest ways of recording what they have seen. Make a floor book of the children's ideas and thoughts. Introduce the concept of gravity. Ask the children if they know what it means and explore what gravity means e.g. drop pens, bounce balls etc.</p> <p>Ask the children if it is only us that make things move. Go on to the playground on a windy day. Ask the children what is making the leaves blow about. Observe the trees moving. Provide opportunities for the children to use other things that move with the wind such as windmills, bubbles, their hair etc. Use a hairdryer to blow paper or ribbons. Experiment with sand and water wheels.</p> <p>Use the magnets to explore forces. Allow the children to play and investigate with the magnets. Talk about the forces attracting and repelling the magnets.</p>			<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children talk in simple terms about gravity?</p> <p>Can the children explain what other things might make something move?</p> <p>Can the children use the magnets to attract and repel other magnets?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
People and Communities Term 2 (spring 2) Animal

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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.</b>	To show an interest in different occupations and ways of life.	Circle time activities to talk about the children's home and community life. Encourage the children to talk about their home life and encourage them to listen to the experiences of other children.  Invite visitors in to school such as the Pet Shop lady and parents with babies. Talk to the children about when we need to see these people. Encourage the children to ask questions and to listen carefully. Take photographs and make a classroom display of people who help us. Visit different parts of the local community, including areas where some children may be very knowledgeable e.g. a Chinese supermarket, an elders' lunch club, a Greek café.	UW PC ( 30-50, 40-60+, ELG)	Camera Books Pictures Espresso Local community Visitors	CL LA CL U CL S PSED MR PSED MFB PSED SCSA	Can the children listen to our visitors? Do they show an interest in what they are listening to?
	To remember and describe special times and events for family or friends including	'Show and Tell' and Circle time activities to celebrate and discuss special events in the children's lives such as birthdays, weddings and family holidays. Talk about what the children did in the			CL LA CL U CL S PD MH EAD MM	Can the children sequence events in the correct order? Can children use

	<p>past and present events. To begin to use language to describe the passing of time.</p> <p>To enjoy learning about routines and customs.</p>	<p>half term holiday. Encourage the children to use the language of time to describe their experiences e.g. <i>I went to Cornwall in the holidays. We stayed for two days then we came back because it was very rainy. We might go again in a few weeks time.</i> Make a record of the children's ideas and explanations.</p> <p>Read the story of The Good Samaritan to the children. Explain that it is a story from The Bible which is a very special book for Christians. Talk about how the different people responded to the injured man. Encourage the children to talk about how they would respond in a similar situation, and about how they would feel if they were the injured man. Use a Listening Candle to help the children reflect on the story. Allow the children to share their own experiences with the group. Support children from other cultures, EAL and SEN children as appropriate. Read the story of Zacchaeus. Ask the children why he didn't have any friends and why Jesus chose to be his friend. Talk to the children about Easter. Tell</p>		<p>Espresso Listening candle The Bible Children's Bible Pictures Small world figures</p> <p>Books Pictures Dressing up clothes Role play area Artefacts</p>	<p>EAD I PSED MR PSED MFB PSED SC</p> <p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>the correct language when talking about events?</p> <p>Do the children enjoy learning about other beliefs and customs? Can they recall the stories from The Bible?</p>
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	<p>To know about similarities and differences between themselves and others.</p>	<p>them it is a very important time of year for Christians and tell them the story.</p> <p>Children to take part in a variety of activities including:          Making Easter nests          Designing hats and eggs          Acting out the stories of Easter, The Good Samaritan and Zacchaeus.          Drawing pictures          Sequencing pictures</p> <p>Encourage children of different faiths and backgrounds to share their special times, customs and beliefs. Share special celebration days e.g. Holi Day.          Provide role play areas with a variety of resources to reflect diversity.          Make a display in the setting with the children showing all the people who make up the community of the setting.          Help children to learn positive attitudes and challenge negative attitudes and stereotypes e.g. using puppets, stories and books showing black heroes or disabled kings and queens etc.</p>		<p>Books          Pictures          Dressing up clothes          Role play area          Artefacts</p>	<p>CL LA          CL U          CL S          PD MH          EAD MM          EAD I          PSED MR          PSED MFB          PSED SCSA</p>	<p>Can the children talk about the differences between themselves and others?          Are they sensitive to this?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
Technology Term 2 (Spring 2) Animal

Early Learning goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b>	To know how to operate simple equipment.	Teach the children how to use simple equipment in the classroom, such as the CD player, flip camera and remote controlled cars. Allow children to access the equipment and use it with support if necessary or independently.	UW T ( 30-50, 40-60+, ELG)	CD player Flip camera Camera	PD MH CL LA CL U CL S	Can the children operate simple equipment independently?
	To show an interest in technological toys with knobs or pulleys, and real objects such as mobile phones. To show skill in making toys work and to be able to achieve effects such as sound and movement.	Provide opportunities for children to play with a variety of toys which have technological elements to them. Provide a range of materials and objects to play with that work in different ways e.g. egg whisk, torch, tape recorder. Support and extend skills children develop as they become familiar with simple equipment. Explore a variety of mechanical and technological toys and vehicles with the children. Ask the children how they can make them work or move. Get the children to describe what they did and see if they can instruct another child to complete the same task. Get the children		Toys Household equipment Mobile phones	PD MH CL LA CL U CL S	Do the children show an interest in technological toys? Can they make the toys work?

	<p>To complete a simple program on the computer.</p>	<p>to draw pictures of the toys and vehicles, highlighting the parts that move or work. Allow children to play with real (old) mobile phones and computer equipment such as computer key boards and monitors when engaging in role play.</p> <p>Practise using the correct user name and password with the children when in the computer suite. Have a model for the children to copy. Children will learn to: Develop basic keyboard familiarity – numbers, letters and space bar. Log on using log-on name and password. Log off. Use the mouse with a single left click. Open and close a variety of programs. Explore a variety of tools e.g. fill, undo, and shapes on art programs. Start a new piece of work. Print using the print icon. Type simple words and captions using the key board. Close a program.</p> <p>Children will use name cards to copy their name onto the keyboard. Make animal camouflage pictures using Fresco and the background, draw and fill tools.</p>		<p>Computers Printers Programs: 2Simple 2Publish Sebran Beep Beep Beep Beep Beep Beep Fresco</p>	<p>PD MH CL LA CL U CL S M N L W UW W</p>	<p>Can the children use a computer to complete a simple program? Can the children log on to a computer? Can the children use the shape tools to create a picture of a vehicle? Can the children type their name and print it?</p>
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		<p>Make a book using 2Publish, writing simple words and drawing sequential pictures. Type captions using keyboard. Focus on using spacebar for finger space using 2Publish. Use Sebran program to develop keyboard letter recognition skills. Use Sebran to practise counting skills.</p>				
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
The World Term 2 (Spring 2) Animals

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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 vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>	To talk about features of their own immediate environment.	Take the children on a walk around the school grounds. Ask them to look out for features such as flowers, buds, new leaves etc. Use lenses and clipboards to encourage the children to record what they see.	UW W ( 30-50, 40-60+, ELG)	School grounds Camera Paper Pencils Clip boards	CL LA CL U CL S PD MH	Can the children talk about what they see in their immediate environment?
	To talk about some of the things they have observed such as plants, animals, natural and found objects.	<p>Talk about the season Spring. Discuss why the weather is changing and how new things are growing. Encourage the children to make a simple collection of the things they have found and display in the classroom.</p> <p>Plant bulbs and watch them grow in the classroom. Take photographs to make a class floor book or diary highlighting the daily changes. Get a different child each day to report to the class on the changes they can see.</p> <p>In Circle Time and Show and Tell encourage the children to bring in natural objects to talk about.</p>		Bulbs Natural objects Lenses Camera		CL LA CL U CL S PD MH



	<p>To make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>can attack another animal. Talk about why we wear different clothes in the different seasons and how we protect our skin in the summer.</p> <p>Look at a variety of plants with the children. Talk about how different the flowers are e.g. a lily, a daisy, a rose. Ask the children where the plants and flowers come from and what seeds are. Sort a variety of seeds with the children. Look inside fruit and vegetables to reveal the seeds within. Get the children to draw what they see inside the fruits. Do all vegetables and fruit have seeds inside?</p> <p>Plant seeds and bulbs in the classroom and observe and identify changes. Take photographs of them growing to keep in a floor book. Ask the children to think about what the seeds need to keep them alive and growing.</p> <p>Plant seeds and plants in the planters in the courtyard. Encourage the children to care for the new plants and identify any changes they can see.</p>		<p>Seeds Bulbs Plants</p> <p>Story – The Tiny Seed</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children sort seeds? Can they make observations of animals and plants? Can they talk about changes?</p>
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	<p>To talk about why things happen and how things work. To look closely at change.</p>	<p>Have tadpoles in the classroom and encourage the children to notice and discuss changes they can see daily. Talk about what the tadpoles need to grow. Talk about the lifecycle of the frog and get the children to make their own life cycles of a frog by sequencing pictures.</p> <p>Cookery activities to provide practical experiences of handling and manipulating a variety of materials, and to observe how and why things change: Making pancakes, focusing on mixing and flipping. Making cakes, focusing on mixing ingredients. Making mini pizzas, focusing on choosing different toppings.</p> <p>Talk about dinosaurs and other extinct animals. Explain what extinct means and discuss why these animals are no longer alive. Look at fossils. Explain to the children how they were made millions of years ago before man was on Earth. Get the children to make simple imprints of shells, leaves and twigs to create their own 'fossils'.</p>		<p>Tank Tadpoles</p> <p>Cookery room Ingredients</p> <p>School library Clay Natural objects Fossils Youtube</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children talk about and sequence correctly the life cycle of a frog?</p> <p>Can the children mix ingredients together? Can they flip a pancake? Can they talk about the changes in the ingredients that they observe?</p> <p>Can they children talk about extinct animals? Do they understand why these animals are no longer on Earth?</p>
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BRITISH ISLAMIC ACADEMY

**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
People and Communities Term 3 Minibeasts

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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.</b>	To show an interest in different occupations and ways of life.	Circle time activities to talk about the children's home and community life. Encourage the children to talk about their home life and encourage them to listen to the experiences of other children. Invite visitors in to school such as the School Nurse. Talk to the children about when we need to see these people. Encourage the children to ask questions and to listen carefully. Take photographs and make a classroom display of people who help us. Visit different parts of the local community, including areas where some children may be very knowledgeable e.g. a local park and a local shop.	UW PC ( 30-50, 40-60+, ELG)	Camera Books Pictures Espresso Local community Visitors	CL LA CL U CL S PSED MR PSED MFB PSED SCSA	Can the children listen to our visitors? Do they show an interest in what they are listening to?
	To remember and describe special times and events for family or friends including past and present	'Show and Tell' and Circle time activities to celebrate and discuss special events in the children's lives such as birthdays, weddings and family holidays. Talk about what the children did in the half term holiday. Encourage the children			CL LA CL U CL S PD MH EAD MM EAD I	Can the children sequence events in the correct order? Can children use the correct

	<p>events. To begin to use language to describe the passing of time.</p> <p>To enjoy learning about routines and customs.</p>	<p>to use the language of time to describe their experiences e.g. <i>I went to Cornwall in the holidays. We stayed for two days then we came back because it was very rainy. We might go again in a few weeks time.</i></p> <p>Make a record of the children's ideas and explanations.</p> <p>Read the story of The Good Samaritan to the children. Explain that it is a story from The Bible which is a very special book for Christians. Talk about how the different people responded to the injured man. Encourage the children to talk about how they would respond in a similar situation, and about how they would feel if they were the injured man. Use a Listening Candle to help the children reflect on the story. Allow the children to share their own experiences with the group. Support children from other cultures, EAL and SEN children as appropriate.</p> <p>Read the story of Zacchaeus. Ask the children why he didn't have any friends and why Jesus chose to be his friend. Children to take part in a variety of activities including:</p>		<p>Espresso Listening candle The Bible Children's Bible Pictures Small world figures</p> <p>Books Pictures Dressing up clothes Role play area Artefacts</p>	<p>PSED MR PSED MFB PSED SC</p> <p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>language when talking about events?</p> <p>Do the children enjoy learning about other beliefs and customs? Can they recall the stories from The Bible?</p>
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	<p>To know about similarities and differences between themselves and others.</p>	<p>Acting out the stories of The Good Samaritan and Zacchaeus. Making puppets of the characters. Drawing pictures Sequencing pictures</p> <p>Encourage children of different faiths and backgrounds to share their special times, customs and beliefs. Share special celebration days e.g. Day. Provide role play areas with a variety of resources to reflect diversity. Make a display in the setting with the children showing all the people who make up the community of the setting. Help children to learn positive attitudes and challenge negative attitudes and stereotypes e.g. using puppets, stories and books showing black heroes or disabled kings and queens etc.</p>		<p>Books Pictures Dressing up clothes Role play area Artefacts</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Can the children talk about the differences between themselves and others? Are they sensitive to this?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
Technology Term 3 Minibeasts

Early Learning goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b>	To know how to operate simple equipment.	Teach the children how to use simple equipment in the classroom, such as the CD player, flip camera and beebots. Allow children to access the equipment and use it with support if necessary or independently.	UW T ( 30-50, 40-60+, ELG)	CD player Flip camera Camera	PD MH CL LA CL U CL S	Can the children operate simple equipment independently?
	To show an interest in technological toys with knobs or pulleys, and real objects such as mobile phones. To show skill in making toys work and to be able to achieve effects such as sound and movement.	Provide opportunities for children to play with a variety of toys which have technological elements to them. Provide a range of materials and objects to play with that work in different ways e.g. egg whisk, torch, tape recorder. Support and extend skills children develop as they become familiar with simple equipment. Explore a variety of mechanical and technological toys and vehicles with the children. Ask the children how they can make them work or move. Get the children to describe what they did and see if they can instruct another child to complete the same task. Get the children		Toys Household equipment Mobile phones	PD MH CL LA CL U CL S	Do the children show an interest in technological toys? Can they make the toys work?

	<p>To complete a simple program on the computer.</p>	<p>to draw pictures of the toys and vehicles, highlighting the parts that move or work. Allow children to play with real (old) mobile phones and computer equipment such as computer key boards and monitors when engaging in role play.</p> <p>Practise using the correct user name and password with the children when in the computer suite. Have a model for the children to copy. Children will learn to: Develop basic keyboard familiarity – numbers, letters and space bar. Log on using log-on name and password. Log off. Use the mouse with a single left click. Open and close a variety of programs. Explore a variety of tools e.g. fill, undo, and shapes on art programs. Start a new piece of work. Print using the print icon. Type simple words and captions using the key board. Close a program.</p> <p>Children will use name cards to copy their name onto the keyboard. Make minibeast pictures using Fresco and the background, symmetry, draw and fill tools.</p>		<p>Computers Printers Programs: 2Simple 2Publish Sebran Beep Beep Beep Beep Beep Beep Fresco Flobot</p>	<p>PD MH CL LA CL U CL S M N L W UW W</p>	<p>Can the children use a computer to complete a simple program? Can the children log on to a computer? Can the children use the shape tools to create a picture of a vehicle? Can the children type their name and print it?</p>
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		<p>Make a book using 2Publish, writing simple words and drawing sequential pictures. Type captions using keyboard. Focus on using spacebar for finger space using 2Publish. Use Sebran program to develop keyboard letter recognition skills. Use Sebran to practise counting skills.</p>				
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BRITISH ISLAMIC ACADEMY

**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World The World

Term 3 Minibeasts

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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 vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>	To talk about features of their own immediate environment.	Take the children on a walk to Sydney Gardens. Ask them to look out for features such as the canal, boats, ducks and ducklings etc. Use lenses, cameras and clipboards to encourage the children to record what they see.	UW W ( 30-50, 40-60+, ELG)	Canal Sydney Gardens Camera Paper Pencils Clip boards	CL LA CL U CL S PD MH	Can the children talk about what they see in their immediate environment?
	To talk about some of the things they have observed such as plants, animals, natural and found objects.	<p>Talk about the season Spring. Is it late or early Spring? What has changed since they last looked at signs of Spring? Discuss why the weather is changing and how new things are growing. Encourage the children to make a simple collection of the things they have found and display in the classroom.</p> <p>Plant beans and seeds and watch them grow in the classroom. Take photographs to make a class floor book or diary highlighting the daily changes. Get a different child each day to report to the class on the changes they can see.</p> <p>In Circle Time and Show and Tell</p>		Bulbs Natural objects Lenses Camera	CL LA CL U CL S PD MH	<p>Can the children talk about their observations? Can they make collections and sort them according to simple criteria? Can they talk about the changes they see? Can they give reasons for these changes?</p>

		<p>encourage the children to bring in natural objects to talk about.</p> <p>Introduce the new topic of minibeasts. Ask the children to name as many minibeasts as they can think of. Talk about the features of the different minibeasts e.g. six legs, no legs, can fly, lay eggs, have a shell etc. Talk about the features such as shell, wings, stings and feelers. Play “I’m thinking of an minibeast” game with the children getting them to identify the animal from different clues.</p> <p>Sort minibeasts according to simple criteria e.g. legs/ no legs, wings/no wings and three body parts/two body parts. Ask the children to come up with different ways of sorting the minibeasts. Observe caterpillars and butterflies in the classroom. Talk about the life cycle of these creatures and create pictures to represent the life cycle.</p>		<p>Pen Paper Minibeasts Sorting hoops</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S</p>	<p>Can the children name lots of minibeasts? Can they talk about the different features?</p> <p>Can they sort according to simple criteria? Can they decide on their own criteria and talk about the reasons for sorting?</p> <p>Can they accurately sequence the life cycle of a butterfly?</p>
	<p>To talk about how environments might vary from one another.</p>	<p>Talk about where different minibeasts live naturally. Relate to the globe and world map. Use the internet to show clips and pictures of different environments e.g. termite mounds, bee hives and damp wet places for snails. Look at how the minibeasts have</p>		<p>Globe Maps Espresso Youtube</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S UW PC</p>	<p>Can the children talk about how different environments vary from one another? Can they talk about how</p>

	<p>To make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>adapted to live in their environments such as caterpillars camouflaging themselves green or having bright colours and thick bristles to deter predators. Ask the children to think of the advantages of being able to be camouflaged e.g. to protect yourself from being attacked or to hide so you can attack another animal. Talk about why we wear different clothes in the different seasons and how we protect our skin in the summer.</p> <p>Look at a variety of plants with the children. Talk about how different the flowers are e.g. a lily, a daisy, a rose. Ask the children where the plants and flowers come from and what seeds are. Sort a variety of seeds with the children. Look inside fruit and vegetables to reveal the seeds within. Get the children to draw what they see inside the fruits. Do all vegetables and fruit have seeds inside?</p> <p>Plant seeds and bulbs in the classroom and observe and identify changes. Take photographs of them growing to keep in a floor book. Ask the children to think about what the seeds need to keep them alive and growing. Plant seeds and plants in the planters in</p>		<p>Seeds Bulbs Plants</p> <p>Story – The Tiny Seed</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>minibeasts have adapted to live in different environments?</p> <p>Can the children sort seeds? Can they make observations of animals and plants? Can they talk about changes?</p>
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	<p>To talk about why things happen and how things work. To look closely at change.</p>	<p>the courtyard. Encourage the children to care for the new plants and identify any changes they can see.</p> <p>Cookery activities to provide practical experiences of handling and manipulating a variety of materials, and to observe how and why things change: Making biscuits, focusing on mixing and cutting. Decorating cakes, focusing on mixing and pouring. Making bread snail rolls.</p>		<p>Cookery room Ingredients</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children mix ingredients together? Can they flip a pancake? Can they talk about the changes in the ingredients that they observe?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
People and Communities Term 3 Water

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>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.</b>	To show an interest in different occupations and ways of life.	Circle time activities to talk about the children's home and community life. Encourage the children to talk about their home life and encourage them to listen to the experiences of other children. Invite visitors in to school such as the School Nurse. Talk to the children about when we need to see these people. Encourage the children to ask questions and to listen carefully. Take photographs and make a classroom display of people who help us. Visit different parts of the local community, including areas where some children may be very knowledgeable e.g. a local park and a local shop.	UW PC ( 30-50, 40-60+, ELG)	Camera Books Pictures Espresso Local community Visitors	CL LA CL U CL S PSED MR PSED MFB PSED SCSA	Can the children listen to our visitors? Do they show an interest in what they are listening to?
	To remember and describe special times and events for family or friends including past and present	'Show and Tell' and Circle time activities to celebrate and discuss special events in the children's lives such as birthdays, weddings and family holidays. Talk about what the children did in the half term holiday. Encourage the children			CL LA CL U CL S PD MH EAD MM EAD I	Can the children sequence events in the correct order? Can children use the correct

	<p>events. To begin to use language to describe the passing of time.</p> <p>To enjoy learning about routines and customs.</p>	<p>to use the language of time to describe their experiences e.g. <i>I went to Cornwall in the holidays. We stayed for two days then we came back because it was very rainy. We might go again in a few weeks time.</i></p> <p>Make a record of the children's ideas and explanations.</p> <p>Read the story of Noah's Ark to the children. Explain that it is a story from The Bible which is a very special book for Christians. Talk about how Noah did as he was told. Encourage the children to talk about how they would respond in a similar situation, and about the promise God made at the end of the story. Use a Listening Candle to help the children reflect on the story. Allow the children to share their own experiences with the group. Support children from other cultures, EAL and SEN children as appropriate.</p> <p>Read the story of Jonah and the Whale. Ask the children Jonah was punished in this way.</p> <p>Children to take part in a variety of activities including:</p> <p>Acting out the stories of Noah's ark and</p>		<p>Espresso Listening candle The Bible Children's Bible Pictures Small world figures</p> <p>Books Pictures Dressing up clothes Role play area Artefacts</p>	<p>PSED MR PSED MFB PSED SC</p> <p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>language when talking about events?</p> <p>Do the children enjoy learning about other beliefs and customs? Can they recall the stories from The Bible?</p>
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	<p>To know about similarities and differences between themselves and others.</p>	<p>Jonah and the Whale. Making puppets of the characters. Drawing pictures Sequencing pictures</p> <p>Encourage children of different faiths and backgrounds to share their special times, customs and beliefs. Share special celebration days e.g. Day. Provide role play areas with a variety of resources to reflect diversity. Make a display in the setting with the children showing all the people who make up the community of the setting. Help children to learn positive attitudes and challenge negative attitudes and stereotypes e.g. using puppets, stories and books showing black heroes or disabled kings and queens etc.</p> <p>International Day. Celebrate the range of nationalities within the classroom. Dress in clothing representing a country or in the colours of the flag of a country. Fact finding activities linked to countries of the world. Children to take part in a parade round the locality, and a range of activities in the classroom to support tolerance and understanding of different nationalities.</p>		<p>Books Pictures Dressing up clothes Role play area Artefacts International Day</p>	<p>CL LA CL U CL S PD MH EAD MM EAD I PSED MR PSED MFB PSED SCSA</p>	<p>Can the children talk about the differences between themselves and others? Are they sensitive to this?</p>
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the  
World Technology Term 3 Water

Early Learning goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL
<b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b>	To know how to operate simple equipment.	Teach the children how to use simple equipment in the classroom, such as the CD player, flip camera and beebots. Allow children to access the equipment and use it with support if necessary or independently.	UW T ( 30-50, 40-60+, ELG)	CD player Flip camera Camera	PD MH CL LA CL U CL S	Can the children operate simple equipment independently?
	To show an interest in technological toys with knobs or pulleys, and real objects such as mobile phones. To show skill in making toys work and to be able to achieve effects such as sound and movement.	Provide opportunities for children to play with a variety of toys which have technological elements to them. Provide a range of materials and objects to play with that work in different ways e.g. egg whisk, torch, tape recorder. Support and extend skills children develop as they become familiar with simple equipment. Explore a variety of mechanical and technological toys and vehicles with the children. Ask the children how they can make them work or move. Get the children to describe what they did and see if they can instruct another child to complete the same task. Get the children		Toys Household equipment Mobile phones	PD MH CL LA CL U CL S	Do the children show an interest in technological toys? Can they make the toys work?

	<p>To complete a simple program on the computer.</p>	<p>to draw pictures of the toys and vehicles, highlighting the parts that move or work. Allow children to play with real (old) mobile phones and computer equipment such as computer key boards and monitors when engaging in role play.</p> <p>Practise using the correct user name and password with the children when in the computer suite. Have a model for the children to copy. Children will learn to: Develop basic keyboard familiarity – numbers, letters and space bar. Log on using log-on name and password. Log off. Use the mouse with a single left click. Open and close a variety of programs. Explore a variety of tools e.g. fill, undo, and shapes on art programs. Start a new piece of work. Print using the print icon. Type simple words and captions using the key board. Close a program.</p> <p>Children will use name cards to copy their name onto the keyboard. Make sea life pictures using Fresco and the background, symmetry, draw and fill tools.</p>		<p>Computers Printers Programs: 2Simple 2Publish Sebran Beep Beep Beep Beep Beep Beep Fresco Flobot</p>	<p>PD MH CL LA CL U CL S M N L W UW W</p>	<p>Can the children use a computer to complete a simple program? Can the children log on to a computer? Can the children use the tools to create a sea life picture? Can the children type their name and print it?</p>
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		<p>Make a book using 2Publish, writing simple words and drawing sequential pictures. Type captions using keyboard. Focus on using spacebar for finger space using 2Publish. Use Sebran program to develop keyboard letter recognition skills. Use Sebran to practise counting skills.</p>				
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BRITISH ISLAMIC ACADEMY  
**Early Years Foundation Stage Scheme of Work**

Specific Area of Learning: Understanding the World  
The World Term 3 Water

Early Learning Goal	Keys Ideas and Learning Objectives	Suggested Activities	Area of Learning	Resources	Cross-curricular	AfL	
<b>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 vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</b>	To talk about features of their own immediate environment.	Take the children on a trip to Bristol Zoo. Ask them to look out for features such as the animals, signposts, picnic area and play park etc. Use lenses, cameras and clipboards to encourage the children to record what they see.	UW W ( 30-50, 40-60+, ELG)	Bristol Zoo Camera Paper Pencils Clip boards	CL LA CL U CL S PD MH	Can the children talk about what they see in their immediate environment?	
	To talk about some of the things they have observed such as plants, animals, natural and found objects.	Talk about the season Summer. What has changed since they last looked at the environment? Discuss why the weather is changing and how new things are growing. Encourage the children to make a simple collection of the things they have found and display in the classroom.		Plants Natural objects Lenses Camera		CL LA CL U CL S PD MH	Can the children talk about their observations? Can they make collections and sort them according to simple criteria?
		Introduce the new topic of Water. Talk about how all living things need water to survive. Discuss how we use water every day e.g. when washing, drinking, gardening, cooking, cleaning etc. Talk about the water cycle and how we should save water. Talk about the		Pen Paper Globe Maps Espresso Youtube Photographs			Can the children identify features of a seaside? Can they talk about seaside places they have

	<p>To talk about how environments might vary from one another.</p> <p>To make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>difference between salt water and fresh water and the different creatures that live in these types of environments. Look at aerial photographs of the seaside and talk about the features. Make pictures and maps of seashores and islands.</p> <p>Look at the globe and talk about how much of it is blue. Ask the children what they think it is. Talk about the water we have on our planet, in seas, oceans, lakes, rivers etc. Talk about different environments e.g. deserts where there is little or no water. Discuss how living things adapt to their environments. Talk about polar regions and rainforests, highlighting the differences between them.</p> <p>Look at a variety of plants with the children. Talk about how different the flowers are e.g. a lily, a daisy, a rose. Ask the children where the plants and flowers come from and what seeds are. Sort a variety of seeds with the children. Look inside fruit and vegetables to reveal the seeds within. Get the children to draw what they see inside the fruits. Do all vegetables and fruit have seeds inside?</p>		<p>Globe Maps Espresso Youtube</p> <p>Seeds Bulbs Plants</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S</p> <p>CL LA CL U CL S PSED LA PSED U PSED S UW PC</p>	<p>visited?</p> <p>Can the children talk about how different environments vary from one another? Can they talk about how living things have adapted to live in different environments?</p> <p>Can the children sort seeds? Can they make observations of animals and plants? Can they talk about changes?</p>
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	<p>To talk about why things happen and how things work.</p>	<p>Plant seeds and plants in the planters in the courtyard. Encourage the children to care for the new plants and identify any changes they can see.</p> <p>Cookery activities to provide practical experiences of handling and manipulating a variety of materials, and to observe how and why things change: Making biscuits, focusing on mixing and cutting. Decorating cakes, focusing on mixing and pouring.</p>		<p>Story – The Tiny Seed</p> <p>Cookery room Ingredients</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children mix ingredients together? Can they roll and cut biscuit dough? Can they talk about the changes in the ingredients that they observe?</p>
	<p>To look closely at change.</p>	<p>Experiment with ice- freezing and melting water. Get the children to look at and talk about the changes they can see. Get the children to decide what they want to find out and test it e.g. Where will ice melt the quickest? Can all liquids be frozen? Vocabulary: <b>Frozen, melting, evaporation, liquid, gas, solid.</b></p>		<p>Freezer Water</p>	<p>CL LA CL U CL S PSED LA PSED U PSED S PD MH PD HSC</p>	<p>Can the children identify and talk about the changes they can see?</p>