

<p><i>Area of learning: Understanding the World</i></p>	<p><i>Other links - Communication and language, Literacy, Maths, PSED</i></p>
<p><i>Opportunities / Ideas / Activities: working scientifically, geographical awareness, historical awareness, families and community</i></p>	
<p><i>Activities for scientific exploration and investigation:</i></p> <ul style="list-style-type: none"> <li>• Play 'what's in the box' feely game - make a hole in a cardboard box - put in an object (key, ball, cotton wool, spoon, straw)- use words to describe how the object feels before saying what it is...hard, smooth, round, soft, bendy, bumpy, etc.</li> <li>• Play 'guess the smell' game - select food/objects/materials with a smell (chocolate, coffee, lemon, fabric softener, cheese, mint) use a blind fold and guess the smell.</li> <li>• Plant a sunflower seed - talk about sun, soil, water to help it to grow. Care for seed, and plant in big pot or garden when it grows. Talk about the plant parts - stem, leaves, roots, flower head, petals, etc.</li> <li>• Make a mini beast house in the garden/yard - place empty plant /yoghurt pot/cardboard, old fabric in a pile in a corner and leave for a few days. Carefully move part of the pile and take a look - what is living in the mini-beast house? Search on google to find out more about the creature/s. Take a photograph or draw a picture to show your teacher.</li> <li>• Play what is it made of?' game around your house or on your daily walk. How many things can you spot made of plastic, metal, wood, glass, cardboard, fabric. Make a list.</li> <li>• On a sunny day play 'don't stand on my shadow' with a family member - run around moving your shadow - try to stop your partner from standing on it - if they do it's their turn to have a go. Using whole body or hands make shadow puppets....what can you make?</li> </ul>	<p><i>Activities for geographical awareness:</i></p> <ul style="list-style-type: none"> <li>• On your daily walk or from different windows in your house what can you see? Make a list of all the physical features such as grass, field, hedge, hill, mountain, sea, river, woods, etc. Make a list of all the human features - buildings including houses, shops, church, mosque, school; road, motorway, fences/gates, traffic lights, pedestrian crossings, bridge, railway lines, street signs, etc.</li> <li>• Draw a map of your street, or the journey you make on your daily walk...include all the things you see.</li> <li>• Draw the layout of your house - what rooms do you have upstairs and down stairs? Draw your kitchen /bedroom /lounge - what furniture do you have? Where is the door and the window?</li> <li>• Look at your story books to see if you can find different places - seaside, countryside, town, city, woods, farm, zoo, park. How many different places did you find?</li> <li>• Play 'what do you find at the seaside' game - take turns with family members to name something you would see at the seaside - how many did you find? Play this for other places - your street, the city, under the sea, the jungle, on the farm, etc.</li> <li>• Make a weather chart - make a simple chart and draw a weather symbol for the different weather in a day /week - sunny, cloudy, windy, raining, thunder. Make up your own symbols and make up symbols for cold, warm, hot.</li> </ul>

## EYFS – Home/School Learning Opportunities to Promote Understanding of the World

### *Activities for historical awareness:*

- Draw a picture/timeline to show the things you do during the day - morning, afternoon, evening - include mealtimes, school work, play, games, daily exercise, calls to family members, and other activities.
- Play a time word game - what did I do yesterday? What am I doing today? What am I going to do tomorrow? E.g. 'yesterday I rang my Nana, today I am playing in garden and tomorrow I am going to make cakes.
- With a family member draw a family tree - include parents, grandparent/great grandparents aunts/uncles and cousins - extend the tree as far as you can.
- Think of some questions you can ask a family member - parent/grandparent/aunt or uncle - about when they were a child - favourite food /toy/game/place they visited /holiday/jobs at home, etc. Face time or call a family member and interview them /ask questions with the help of a family member.
- Make a time capsule and put it in the garden /local community - include a drawing and some items that relate to the time they have been at home during lockdown.

### *Activities for culture and community awareness:*

- Find out about the jobs of family members/people the children know, including people in the community, at school, etc. Talk about
- Make a box of things that are special to them - ask other family members to do the same and talk about why they are special.
- Make a book / draw pictures of the special things they have done whilst they have been at home during COVID19 lockdown.
- Talk about the special things that they and other people have been doing to help each other during the COVID 19 lockdown - clapping for NHS / drawing and displaying rainbows in windows/ adding pictures and models to community fairy gardens, sending messages to their grandparents, teachers and friends, etc. Talk about people they might have seen on the news - e.g. Captain Tom Moore, and other people in their local community.
- Talk about the celebrations and events that have happened in the family, community or wider world during lockdown - birthdays, VE day, births, etc. how did they celebrate these/ why are they special?

### *Websites to support some of these activities:*

<https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/>

<https://www.ltl.org.uk/resources/bag-gardening/> including lots of other outdoor activities - 'map your patch', 'games granny used to play', 'fairy garden' 'cloud gazing'.

<https://www.bbc.co.uk/bitesize/articles/zks4kmmv> - activities to support geographical awareness with the Go Jetters; Scientific exploration with Kit and Pup; and learn new things about the world with 'Maddie's Do You Know'.