

Understanding the World (UW) CURRICULUM MAPS - Year 1 of 2

Links between UW and our topics



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	Clothes	Food	Homes and Buildings	Transport	Farm
Areas	PSD/R.E./Science/Computing	PSD/Science/Computing	PSD/Science/Computing	PSD/R.E./Science/Geography/Computing	PSD/Science/Geography/Computing	PSD/Science/Geography/Computing
Yellow Lower	<ul style="list-style-type: none"> Begin to respond to own name. Show an interest in own reflection in mirror. Follow basic routines with support 	<ul style="list-style-type: none"> Experience wearing different clothes. Dress themselves with support 	<ul style="list-style-type: none"> Take turns with food with full support. Experience different foods. Experience playing with pretend foods with support. 	<ul style="list-style-type: none"> Look at and match pictures of different buildings. Role play activities that take place in a house. Look at different buildings on a local walk 	<ul style="list-style-type: none"> With support, experience play with transport toys Experience using different modes of transport. 	<ul style="list-style-type: none"> Experience playing with small world farm animals. Experience a visit to the farm.
Yellow Middle	<ul style="list-style-type: none"> Respond more consistently to own name and those of staff. Recognise own full face photo. Follow basic routines with prompts 	<ul style="list-style-type: none"> Begin to name/ identify some types of clothing With support, begin to identify clothing for differing weather e.g. put on coat when cold. Dress selves and bears in different clothing. 	<ul style="list-style-type: none"> Take turns, with support when sharing food. Recognise/taste some food. Begin to understand basic food hygiene, with prompts. Explore pretend food in role play. 	<ul style="list-style-type: none"> Recognise and name some buildings. Begin to recognise some features of a house. Experience looking at different buildings on local walk. 	<ul style="list-style-type: none"> Begin to name/ identify types of transport With support, experience forces e.g., roll cars down ramp, blow sail boats 	<ul style="list-style-type: none"> Recognise some farm animals. Copy the noises that farm animals make. Play with small world farm.
Yellow Upper	<ul style="list-style-type: none"> Name self, peers and staff. Recognise a photo of self and others Follow basic routines Recognise familiar parts of body and face 	<ul style="list-style-type: none"> Name some types of clothing and recognise where they are worn on the body Begin to recognise the clothing worn for differing weather 	<ul style="list-style-type: none"> Take turns when sharing food Name a variety of foods and begin to recognise them in different forms e.g. peeled/cut/whole Know not to touch other people's food Begin to understand basic food hygiene 	<ul style="list-style-type: none"> Recognise and name familiar buildings. Recognise and name features of a house. Recognise some symbols for items within a house. Recognise buildings on local walks. 	<ul style="list-style-type: none"> Consistently name a range of types of transport Begin to link types of transport with where they move e.g. on road, rail, air, water. Experience forces e.g. roll cars on ramp, blow sail boats. 	<ul style="list-style-type: none"> Recognise and name a range of farm animals. Recognise the sounds that different animals make. Begin to understand where some animals live on a farm.
Topic	People who help us	Transport	Woods and wildlife	Growing Things	Mini-beasts	Oceans
Areas	PSD/Computing/R.E	History/DT/Computing/R.E	PSD/Science/Geography/Computing	Geography/Science/Computing/PSD	Science/Computing/R.E	Geography/Science/Computing/R.E
Green Lower	<ul style="list-style-type: none"> To learn the sign for help & to know who can help them in school. 	<ul style="list-style-type: none"> To be able to name or sign some forms of transport 	<ul style="list-style-type: none"> Match photographs of woodland life. Experience playing with a range of toy woodland creatures. Experience visiting woodlands. 	<ul style="list-style-type: none"> To recognise and notice changes in themselves, from baby/infant/child. Or to identify and match Baby to adult e.g. kitten/cat 	<ul style="list-style-type: none"> To recognise and name some mini-beasts. 	<ul style="list-style-type: none"> To know that water can be used for different things.
Green Middle	<ul style="list-style-type: none"> To be aware of & be able to demonstrate an understanding of who helps us at home & at school. 	<ul style="list-style-type: none"> To know that there are different forms of transport & be able to name them. 	<ul style="list-style-type: none"> Begin to recognise and name some woodland life. Match some animals to where they live with support. Copy how some animals move in PE lessons. 	<ul style="list-style-type: none"> To know that humans grow and change. To notice some changes in growing things e.g. Plants/trees. 	<ul style="list-style-type: none"> To name some mini-beasts. To know the changes that takes place in some. 	<ul style="list-style-type: none"> To know that water can be found in different places and to identify the uses of water.
Green Upper	<ul style="list-style-type: none"> To be aware of & be able to demonstrate an understanding of who helps us at home & at school. To know that there are other people & organisations that help us. 	<ul style="list-style-type: none"> To know that there are different forms of transport & be able to name them. To know where they are located. Comparing old and new transport and to know what different types are used for. 	<ul style="list-style-type: none"> Recognise and name a range of woodland life. Begin to understand where some animals live. Begin to understand how some animals move. Begin to recognise woodland features on walks. 	<ul style="list-style-type: none"> To know that humans grow and change. To describe some changes in growing things e.g. Plants/trees. To look at the life cycle of humans/plants 	<ul style="list-style-type: none"> To name some mini-beasts. To know the changes that takes place in some. To be able to group mini-beasts according to type e.g. insects/arachnids 	<ul style="list-style-type: none"> To know that water can be found in different places and to identify the uses of water. To know that water becomes ice when frozen.

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	Where Does Our Food Come From	Weather	Florence Nightingale	Being Safe - Road Safety	Ponds and Rivers	Castles and Fairytales					
Areas	Geography/PSED	Geography/Science	History	PSED	Geography/Science	History/D&T/Literacy					
Red Lower	<ul style="list-style-type: none"> To recognise different kinds of food and the source of some foods. To recognise the difference between healthy and unhealthy food. Children to be able to choose favourite foods. 	<ul style="list-style-type: none"> To know that there is different kinds of weather and it changes through the year. 	<ul style="list-style-type: none"> To experience role-play of the doctor and nurse instruments. 	<ul style="list-style-type: none"> To experience staying safe on walks with adults. To be able to listen to and respond to simple instructions to stay safe. 	<ul style="list-style-type: none"> To recognise some wildlife from ponds and rivers. To experience pond dipping. 	<ul style="list-style-type: none"> To identify castles. To design and make a castle with key features. To recognise features of fairy-tale stories with some support. 					
Red Middle	<ul style="list-style-type: none"> To recognise different kinds of food and the source of foods. To recognise the difference between healthy and unhealthy food. Children to be able to choose favourite foods. 	<ul style="list-style-type: none"> To know that there is different kinds of weather and it changes through the seasons of the year. 	<ul style="list-style-type: none"> To know that Florence Nightingale was a nurse. To know what her job was as a nurse. To experience role-play of doctors and nurses helping others. 	<ul style="list-style-type: none"> To begin to understand how to stay safe on the road. To understand they need to walk with an adult and listen to stay safe. To practice crossing roads with adults. 	<ul style="list-style-type: none"> To recognise/name wildlife that lives in ponds. To recognise/name wildlife that lives in rivers. To search for wildlife in pond/river. 	<ul style="list-style-type: none"> To recognise differences between castles and common housing. To design and make a castle with key features. To recognise features of fairy-tale stories. With minimal support. 					
Red Upper	<ul style="list-style-type: none"> To recognise different kinds of food and the source of them. To recognise the difference between healthy and unhealthy food. Children to be able to choose favourite foods. 	<ul style="list-style-type: none"> To recognise unusual weather conditions. To use equipment to measure rainfall. 	<ul style="list-style-type: none"> To know that Florence Nightingale was a nurse in a war a long time ago. To know what her job was as a nurse. To understand that she was important and helped people. 	<ul style="list-style-type: none"> To understand how to stay safe on the road. To be able to cross a road safely: stop look and listen. To understand traffic signals and signs for crossing the road. 	<ul style="list-style-type: none"> To learn about the life cycle of a frog. To identify wildlife from ponds and rivers. To search for a range of wildlife in ponds. 	<ul style="list-style-type: none"> To recognise that castles were made a long time ago. To design and make a castle with key features. To recognise features of fairy-tale stories. 					
Topic	Ealing, Where we live	Rockets	A Long Time Ago-Family	Fire of London	Treasure Island	Rainforests					
Areas	Geography	Science/D&T/Art/Geography	History/PSED	History	D&T/Geography	Geography					
Blue Lower	<ul style="list-style-type: none"> To know that we live in Ealing, to know that our school is in Ealing To experience the local community. 	<ul style="list-style-type: none"> To construct a rocket from given resources. To explore rockets as an object. 	<ul style="list-style-type: none"> To show interest in photos of past events. To recognise themselves and others in photo's 	<ul style="list-style-type: none"> To become familiar with toys from the past. 	<ul style="list-style-type: none"> To construct an island from given resources. 	<ul style="list-style-type: none"> To recognise animals that live in the rainforest. 					
Blue Middle	<ul style="list-style-type: none"> To know what Ealing has in it. To have a notion of 'route'. 	<ul style="list-style-type: none"> To construct a rocket from a limited range of resources. To identify a rocket and space. 	<ul style="list-style-type: none"> To be able to recognise old and new. To be able to recognise themselves and others in photos from the recent past. 	<ul style="list-style-type: none"> To recognise that toys and games were different in the past. To be able to compare toys today with toys in the past. 	<ul style="list-style-type: none"> To construct an island from a limited range of resources. 	<ul style="list-style-type: none"> To know which animals/people live in a rainforest and know how they live. 					
Blue Upper	<ul style="list-style-type: none"> To know what Ealing has in it. To know some of the features of Ealing. To be able to create a simple route. 	<ul style="list-style-type: none"> To select own resources to construct a rocket. To understand that Rockets are used to travel to space. 	<ul style="list-style-type: none"> To place photos chronological order. To be able to recognise themselves and others in photos from a long time ago. 	<ul style="list-style-type: none"> To recognise that toys and games were different in the past. To be able to compare toys today with toys in the past. 	<ul style="list-style-type: none"> To be able to design and make an island in 2D & 3D. 	<ul style="list-style-type: none"> To know which animals/people live in a rainforest and know how they live. Why rainforests and their wildlife are under threat. 					
Topic	Friends	Fantasy/Magic	Space/Vehicles	Flowers, Plants, Trees/Senses	Sport	Desert					
Areas	Art, Computing, History	Art, Geography, History	Art, History	Art, Geography, History	Art, Geography	Art, Geography, History					
Orange Lower	<ul style="list-style-type: none"> Create friendship tree Identify friends and what activities they enjoy taking part in together With support 	<ul style="list-style-type: none"> To understand that fantasy and magic is not real but that people enjoy them With support 	<ul style="list-style-type: none"> To have a knowledge of vehicles and what they are for/ knowledge of space With support 	<ul style="list-style-type: none"> To experience a range of flowers, plants, trees and what grows on them through the senses With support 	<ul style="list-style-type: none"> To experience a range of sporting activities and understand they come under various genres With support 	<ul style="list-style-type: none"> To have a understanding what lives in the desert and how they survive With support 					
Orange Middle	<ul style="list-style-type: none"> Create friendship tree Identify friends and what activities they enjoy taking part in together With minimal support 	<ul style="list-style-type: none"> To understand that fantasy and magic is not real but that people enjoy them With minimal support 	<ul style="list-style-type: none"> To have a knowledge of vehicles and what they are for/ knowledge of space With minimal support 	<ul style="list-style-type: none"> To experience a range of flowers, plants, trees and what grows on them through the senses With minimal support 	<ul style="list-style-type: none"> To experience a range of sporting activities and understand they come under various genres with minimal support 	<ul style="list-style-type: none"> To have a understanding what lives in the desert and how they survive With minimal support 					
Orange Upper	<ul style="list-style-type: none"> Create friendship tree Identify friends and what activities they enjoy taking part in together Independently 	<ul style="list-style-type: none"> To understand that fantasy and magic is not real but that people enjoy them Independently 	<ul style="list-style-type: none"> To have a knowledge of vehicles and what they are for/ knowledge of space Independently 	<ul style="list-style-type: none"> To experience a range of flowers, plants, trees and what grows on them through the senses Independently 	<ul style="list-style-type: none"> To experience a range of sporting activities and understand they come under various genres Independently 	<ul style="list-style-type: none"> To have a understanding what lives in the desert and how they survive Independently 					

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic	School	Shops	Fruit and Veg	Hospital/Dentist	Animals	Seaside					
Areas	PSD	Geography	Geography	PSD/R.E	PSD/Science	Geography					
Purple 1 Lower	<ul style="list-style-type: none"> To begin to respond to own name. To show an interest in own reflection in mirror. To follow basic routines with support. 	<ul style="list-style-type: none"> To be able to visit different shops and behave appropriately. 	<ul style="list-style-type: none"> To be able to investigate the fruit using different senses. 	<ul style="list-style-type: none"> To ask for help with support when upset/ in pain. To explore the toy items used within various organisations who help us. 	<ul style="list-style-type: none"> To match photographs of different animals. To experience playing with a range of toy animals. To look at and listen to an adult who is making animal sounds and singing rhymes about animals. 	<ul style="list-style-type: none"> To match photographs of basic seaside items. To explore a range of seaside items. To experience sand and water play. 					
Purple 1 Middle	<ul style="list-style-type: none"> To respond more consistently to own name and those of staff and to recognise own full face photo. To follow basic routines with prompts. 	<ul style="list-style-type: none"> To be able to visit different shops and behave appropriately. To find and buy different produce with support. 	<ul style="list-style-type: none"> To be able to investigate the fruit using different senses and begin to label them matching picture to picture. 	<ul style="list-style-type: none"> To ask for help when upset/ in pain. To recognise and name with support some representatives and items from the organisations who help us. To role play hospital/dentist/fire station with support. 	<ul style="list-style-type: none"> To begin to recognise and name/sign some animals. To match some animals to where they live with support. To be able to make some sounds that animals make. 	<ul style="list-style-type: none"> To recognise and name some seaside items with support. To begin to understand the function of the seaside toys. To role play seaside activities with support. 					
Purple 1 Upper	<ul style="list-style-type: none"> To be able to name self, peers and staff. To recognise a photo of self and others. To follow basic routines and to find familiar parts of school e.g. soft play room, sensory room. 	<ul style="list-style-type: none"> To be able to visit different shops and behave appropriately. To make and use a shopping list and to give a coin in exchange for produce. 	<ul style="list-style-type: none"> To be able to investigate the fruit using different senses and to label objects with symbols. 	<ul style="list-style-type: none"> To learn to say/sign/gesture when something hurts. To begin to realise that there are organisations that can help us when we are in pain. To be able to recognize and name representatives of the organisations that can help us. 	<ul style="list-style-type: none"> To recognise and name/sign a range of animals. To begin to understand where some animals live. To be able to make sounds that animals make. 	<ul style="list-style-type: none"> To recognise and name a range of seaside items. To understand the function of seaside items. To role play seaside activities. 					
Topic	London life	Lighten up	Kings and Queens	Painters Pallet	Life at Sea	Exploration					
Areas	Geography	Geography, History and R.E.	History	CD and DT	Geography and History	PSD					
Purple 2, 3 & 4 Lower	<ul style="list-style-type: none"> Identify where they live in England. Follow routes on simple maps. Recognise as a capital city with significant buildings. Look at map of England & London. Main rivers / roads/ trains. Find Ealing on London map/ nearest station. Main sights: tourist London: what would we see? Identify sights- what are they? A sense of London– taste, smell, hearing. Trip around London by mini bus. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Green issues at home and school. Recycling at home and in school. Trip to the recycling centre. Festivals of light e.g. Diwali, Hanukah, Christmas. Explore different forms of light e.g. candles, torches, electric lights. Travel back in time to early man e.g. Flintstones/Ug/Stig of the dump. Compare clothes, games. Make caveman toy. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Children to learn about the History of the monarchy. Learning who is the current monarch. Look at kings and queens in other countries, identify similarities and differences. Learning about family trees, looking at the Kings and Queens and then creating our own for ourselves. Children working with support. 	<ul style="list-style-type: none"> Observing colours in nature through the changing season. Dressing a child according to the weather. Looking at features and colours in the environment. The effects of weather on our bodies. Looking at pictures of hot and cold environment. Looking at weather chart using symbols. Kipper’s Diary book. Dressing Teddy bears according to different seasons. Preparing for the visit of Kew Gardens by looking at pictures of plants. Focusing language, signing and symbols. 	<ul style="list-style-type: none"> Learning about the Oceans, where they are and what lives there. Children to learn about pirates and the people who live at Sea. What do they have to do? Learning about the animals that live in the sea, the different habitats that the sea has to offer. Observing the different colours of the sea and under the sea. Children to work independently. 	<ul style="list-style-type: none"> Changes within themselves, how are bodies change. Changes to where they are going to go to school, when things will change. Exploring new things, recognising when something changes, growing flowers, planting seeds seeing how they grow what changes do we see over time. Individual booklets about our changes.... From babies through to adults. Children to bring in photos of different times in their lives. Children to work independently. 					
Purple 2, 3 & 4 Middle	<ul style="list-style-type: none"> Identify where they live in England. Follow routes on simple maps. Recognise as a capital city with significant buildings. Look at map of England & London. Main rivers / roads/ trains. Find Ealing on London map/ nearest station. Main sights: tourist London: what would we see? Identify sights- what are they? A sense of London– Touch, taste, smell, hearing. Role play: different areas- Southall/ east end/ central London. Trip around London by mini bus. Home work: London project: find out 3/5/10 things about London. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Green issues at home and school. Recycling at home and in school. Trip to the recycling centre. Festivals of light e.g. Diwali, Hanukah, Christmas. Explore and look at timeline of light e.g. candles, torches, electric lights. Travel back in time to early man e.g. Flintstones/Ug/Stig of the dump. Compare clothes, games, food. Make caveman toy. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Children to learn about the History of the monarchy. Learning who is the current monarch. Look at kings and queens in other countries, identify similarities and differences. Learning about family trees, looking at the Kings and Queens and then creating our own for ourselves. Children working as independently as possible but given support when needed. 	<ul style="list-style-type: none"> Observing colours in nature through the changing season. Creating season wheel with symbols. Looking at features and colours in the environment e.g. landscapes. The effects of weather on our bodies. Creating class weather chart using symbols. Preparing for the visit of Kew Gardens by looking at pictures of plants. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Learning about the Oceans, where they are and what lives there. Children to learn about pirates and the people who live at Sea. What do they have to do? Learning about the animals that live in the sea, the different habitats that the sea has to offer. Observing the different colours of the sea and under the sea. Children to work with minimal support. 	<ul style="list-style-type: none"> Changes within themselves, how are bodies change. Changes to where they are going to go to school, when things will change. Exploring new things, recognising when something changes, growing flowers, planting seeds seeing how they grow what changes do we see over time. Individual booklets about our changes.... From babies through to adults. Children to bring in photos of different times in their lives. Children to work with minimal support. 					
Purple 3 & 4 Upper	<ul style="list-style-type: none"> Identify where they live in England. Follow routes on simple maps. Recognise as a capital city with significant buildings. Look at map of England & London. Main rivers / roads/ trains. Find Ealing on London map/ nearest station. Main sights: tourist London: what would we see? Identify sights- what are they? Create simple tourist guide/ writing / symbols. A sense of London– Touch, taste, smell, hearing. Role play: different areas- Southall/ east end/ central London. Trip around London by mini bus. Home work: London project: find out 3/5/10 things about London. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Green issues across the world—our planet in danger. Recycling in school. Trip to the recycling centre. Festivals of light e.g. Diwali, Hanukah, Christmas. History of light e.g. candles, torches, electric lights. Travel back in time to early man e.g. Flintstones/Ug/ Stig of the dump. Compare clothes, games, food, schools. Make caveman toy. Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Children to learn about the History of the monarchy. Learning who is the current monarch. Look at kings and queens in other countries, identify similarities and differences. Learning about family trees, looking at the Kings and Queens and then creating our own for ourselves. Children working independently. 	<ul style="list-style-type: none"> Colours of nature-the changing seasons. Creating class weather chart, take readings. Use globes & maps for climatic zones. Use colours for key. Look at natural disasters linked to weather around the world. Present related news report. Kew Gardens Focusing on language, signing and symbols. 	<ul style="list-style-type: none"> Learning about the Oceans, where they are and what lives there. Children to learn about pirates and the people who live at Sea. What do they have to do? Learning about the animals that live in the sea, the different habitats that the sea has to offer. Observing the different colours of the sea and under the sea. Children to work with support when needed. 	<ul style="list-style-type: none"> Changes within themselves, how are bodies change. Changes to where they are going to go to school, when things will change. Exploring new things, recognising when something changes, growing flowers, planting seeds seeing how they grow what changes do we see over time. Individual booklets about our changes.... From babies through to adults. Children to bring in photos of different times in their lives. Children to work with support. 					