FROXFIELD
CE SCHOOL

End of Pre-school expectation	Introduction to basic maps Look at the globe and know it represents the world Begin to understand simple differences between people and places.		
	KS1 Cycle A	KS1 Cycle B	KS1 Cycle C
Key Question or Statement (To answer/prove or disprove)	**A Remarkable Rainforest (Autumn 1)** El Chino (Peru) is a world away from our local area.	**No Place Like Home (Autumn 2)** What is special about our school?	**On the move! (Autumn 1)** My local area has changed so much.
	Land Ahoy! (Spring 1) Everywhere in the world is hot.	**Old Macdonald Had a Farm (Spring 1)** The sun is always shining in the UK.	**Off to the Zoo! (Spring 2)** Everywhere in the world is hot.
	Froxfield Fun! (Summer 1) My local area has changed so much.	**Sandcastles and Moats (Summer 2)** All beaches are the same.	**Mountain Explorers (Summer 1)** Ghandruk is a world away from our local area.
Locational Knowledge Reception (Wrens) Year 1 (Larks) Year 2 (Swallows)	**A Remarkable Rainforest (Autumn 1)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Name and locate England on a map of the UK.* Name and locate England on a map of the UK. Begin to name and locate the world's seven continents *focus on Europe, Asia and South America.* Name and locate the world's seven continents and five oceans on a world map, focus on South America. *Name and locate the English Channel. **	**No Place like home (Autumn 2)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Name and locate England on a map of the UK.* Name, locate and identify *Froxfield, Petersfield,* London and England *on a map of the UK.* *Name and locate the English Channel.** Name and locate the world's seven continents and five oceans on a world map. *Name and locate the English Channel. **	**On the Move! (Autumn 1)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Name and locate England on a map of the UK.* Name, locate and identify *Froxfield, Petersfield* and England, Scotland, Wales and Northern Ireland *on a map of the UK.* *Name and locate the English Channel.** Name and locate the world's seven continents and five oceans on a world map. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Label the English channel on a map. **
	Land Ahoy! (Spring 1) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate). Name and locate England on a map of the UK.	**Old Macdonald Had a Farm (Spring 1)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Name and locate England on a map of the UK and local farm we visit .* Name, locate and identify the four countries and capital cities of the UK.	**Off to the Zoo! (Spring 2)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Name and locate England on a map of the UK and London.* Name, locate and identify the four countries and capital cities of the UK, *do the capitals have a zoo?*

	Begin to name and locate the world's seven continents *focus on Antarctica and North America*. Name and locate the world's seven continents and five-oceans – Caribbean including coral reef in the Greater Antilles, Antarctica, North and South Poles and Equator on a world map.	*Identify characteristics of farming in each of the four countries of the UK.* *Begin to* name and locate the world's seven continents Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Label the English Channel on a map. **	Begin to name and locate the world's seven continents – *focus on Africa.* Name and locate the world's seven continents and five oceans - focus on Africa. Games to reinforce knowledge. *Name and locate the English Channel. **
	Froxfield Fun! (Summer 1) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Name, locate and identify *Froxfield, Petersfield* and England on a map of the UK. Name, locate and identify the four countries of the UK and it's capital cities and its surrounding seas. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *Label the English Channel on a map.*	**Sandcastles and Moats (Summer 2)** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. *Name and locate England, Froxfield and Hayling Island on a map of the UK.* Name, locate and identify the four countries of the UK and its surrounding seas. Name, locate and identify characteristics of the four countries and capital cities of the UK. – *does it have a castle?* *Begin to* name and locate the world's seven continents *focus on Europe*. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. *And Hayling Island.* *Label the English channel and Hayling Island on a map.**	**Mountain Explorers (Summer 1)** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. *Story of Sir Edmund Hillary.* Name, locate and identify the four countries of the UK and its surrounding seas. *Begin to* name and locate the world's seven continents – *focus on Europe and Asia – Name and locate Butser Hill, The Alps and the Himalayas.* Name and locate the world's seven continents and five oceans on a world map – *focus on Europe and Asia.*

Place Knowledge Reception (Wrens) Year 1 (Larks) Year 2 (Swallows)	**A Remarkable Rainforest (Autumn 1)** Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK – *Froxfield School* and a contrasting non-European country – *El Chino - Rainforest in Peru.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country – *The village of Froxfield compared to village in the rainforest (El Chino, Peru).*	**No Place like home (Autumn 2)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Focus on Froxfield School.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *Froxfield School.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *Froxfield village (building on from Froxfield School).*	**On the Move! (Autumn 1)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps *Focus on Froxfield School.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *Froxfield School and London.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *Froxfield village (building on from Froxfield School), London, Edinburgh, Cardiff and Belfast.*
	Land Ahoy – Spring 1 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Understand geographical similarities and differences through studying the human and physical geography of a small area of the	**Old Macdonald Had a Farm (Spring 1)** Explore the natural world around them, making observations and drawing pictures of animals and plants. *Focus on Froxfield School and local farm we visit – draw animals.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *a farm in each of the four countries of the UK.*	**Off to the Zoo! (Spring 2)** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. Talk about the lives of the people around them and their roles in society.

	UK and a small area in a contrasting non-European country – *the Caribbean.* Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country – *The Caribbean, coral reef in the greater Antilles, compared to Antarctica (Use BBC bitesize).*	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *Froxfield village (building on from Froxfield School), a farm and it's surrounding area in each of the four countries of the UK.*	Understand geographical similarities and differences through studying human and physical geography – *focus on wild animals in the African continent and in zoos and Antarctica.* Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country – *Kenya, Africa and Antarctica.*
	Froxfield Fun – Summer 1 Explore the natural world around them, making observations, discussion stories, non-fiction texts and maps. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK – *Froxfield School.* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK – Froxfield village (building on from Froxfield School fieldwork)	**Sandcastles and Moats (Summer 2)** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. *Compare Froxfield School and it's local environment to Hayling Island.* ***(fieldwork)*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK - *Compare Hayling Island Seafront and Chichester Harbour, Hayling Island Sailing Club* ***(fieldwork)*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK – *Compare Hayling Island Seafront and Chichester Harbour, Hayling Island Sailing Club.* ***(fieldwork)***	**Mountain Explorers (Summer 1)** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. *Butser Hill, mountains in the UK, the Alps and the Himalayas. Focus on Sir Edmund Hillary.* Understand geographical similarities and differences in the physical geography of *Butser Hill, mountains in the UK, the Alps and the Himalayas.* *Focus on Sir Edmund Hillary* *Explorer visit* *Climb Butser Hill – compare its height with Mount Everest* Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country – *Butser Hill and Ghandruk.*
Human and physical Geography Reception (Wrens) Year 1 (Larks) Year 2 (Swallows)	**A Remarkable Rainforest (Autumn 1)** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Identify seasonal and daily weather patterns in the UK – *discuss the weather daily and take daily reading of the rain using the rain gauge.* Use basic geographical vocabulary to refer to: • Key physical features, including: hill, sea, vegetation, season and weather • Key human features, including: house, town and village Identify the location of hot and *wet* areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: • Key physical features, including: hill, forest, sea, ocean, river, soil, vegetation, season and weather • Key human features, including: house, town and village	**No Place like home (Autumn 2)** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *Daily weather observations and link to season.* Identify seasonal and daily weather patterns in *Froxfield – discuss the weather daily and take daily reading of the rain using the rain gauge.* Use basic geographical vocabulary to refer to: • Key physical features, including: hill, sea, season and weather • Key human features, including: house, town and village Identify seasonal and daily weather patterns in *Froxfield* and the UK. Use basic geographical vocabulary to refer to: • Key physical features, including: forest, hill, sea, ocean, river, soil, vegetation, season and weather • Key human features, including: house, town and village	**On the Move! (Autumn 1)** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *Daily weather observations and link to season.* Identify seasonal and daily weather patterns in the UK – *discuss the weather daily and take daily reading of the rain gauge* Use basic geographical vocabulary to refer to: • Key physical features, including: hill, sea, river, coast, season and weather • Key human features, including: city, town, village, factory, farm, house Identify daily weather patterns in the UK. *Compare weather on a Monday and Tuesday between Froxfield and Petersfield – temperature and rainfall.* Use basic geographical vocabulary to refer to: • Key physical features, including: hill, valley, sea, season and weather • Key human features, including: house, shop, office, factory, village and town

	Land Ahoy! (Spring 1) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Identify the location of hot and cold and *wet* areas of the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: • Key physical features, including: forest, sea, ocean, river, soil, vegetation, season and weather • Key human features, including: house and village Identify the location of hot and cold and *wet* areas of the world in relation the Equator and the North and South Poles – *proximity of the sun* *Place specific animals and adaptations.* Use basic geographical vocabulary to refer to: • Key physical features, including: forest, sea, ocean, reef, beach, coast, soil, vegetation, river, season and weather • Key human features, including: port, harbour, house, village and town	**Old Macdonald Had a Farm (Spring 1)** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *Daily weather observations and link to season.* Identify seasonal and daily weather patterns in the UK – *discuss the weather daily and take daily reading of rain using the rain gauge. Compete in a Froxfield weather race over the half term.* Use basic geographical vocabulary to refer to: • Key physical features, including: hill, mountain, valley, soil, vegetation, season and weather • Key human features, including: house, village and farm Identify seasonal and daily weather patterns *on farms* in the four countries of the UK. Use basic geographical vocabulary to refer to: • Key physical features, including: sea, hill, mountain, valley, ocean, beach, coast, soil, vegetation, season and weather • Key human features, including: port, harbour, house, village, farm and town	**Off to the Zoo! (Spring 2)** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *Daily weather observations and link to season.* Identify seasonal and daily weather patterns in the UK – *discuss the weather daily and take daily reading of rain using the rain gauge Begin* to locate the Equator and North and South Poles. Use basic geographical vocabulary to refer to: • Key physical features, including: sea, river, vegetation, season and weather • Key human features, including: city and town Identify the location of hot and cold areas of the world in relation the Equator and the North and South Poles – *proximity of the sun* *Place specific animals and adaptations.* Use basic geographical vocabulary to refer to: • Key physical features, including: sea, ocean, reef, beach, coast, soil, vegetation, season and weather • Key human features, including: port, harbour, house, village and town
	Froxfield Fun! (Summer 1) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Identify seasonal and daily weather patterns in the UK – *Froxfield.* Use basic geographical vocabulary to refer to: • Key physical features, including: forest, sea, ocean, river, soil, vegetation, season and weather • Key human features, including: house and village Identify daily weather patterns in the UK. *Compare weather on a Monday and Tuesday between Froxfield and Petersfield – temperature and rainfall.* Use basic geographical vocabulary to refer to: • Key physical features, including: sea, soil, vegetation, hill, valley, season and weather • Key human features, including: house, shop, office, factory, village and town	**Sandcastles and Moats (Summer 2)** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. *Daily weather patterns and link to seasons.* Identify seasonal and daily weather patterns in the UK – *discuss the weather daily and take daily reading of rain using the rain gauge.* Use basic geographical vocabulary to refer to: • Key physical features, including: river, sea, beach, **cliff, coast**, season and weather • Key human features, including: house, village, city, port and harbour Identify daily weather patterns in the UK. *Compare weather on a Monday and Tuesday between Froxfield and Hayling Island – temperature and rainfall.* Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, sea, hill, valley, season and weather • Key human features, including: house, shop, office, factory, village, port, harbour and town	**Mountain Explorers (Summer 1)** Explore the natural world around them, making observations and drawing pictures of animals and plants. *Drawing local plants and animals and those found in the mountains.* Identify seasonal and daily weather patterns in the UK – *discuss the weather daily and take daily reading of the rain gauge*. Use basic geographical vocabulary to refer to: • Key physical features, including: hill, mountain, soil, valley, vegetation, season and weather • Key human features, including: village Use basic geographical vocabulary to refer to: • Key physical features, including: hill, valley, soil, vegetation, coast, sea, ocean, river, season and weather • Key human features, including: city, village, town, office and shop.
	A Remarkable Rainforest (Autumn 1)	**No Place like home (Autumn 2)**	**On the Move! (Autumn 1)**

Geographical skills and fieldwork (including mapwork) Reception (Wrens) Year 1 (Larks) Year 2 (Swallows)	Describe their immediate environment using knowledge from observation, discussion … and maps. ***(Fieldwork at Staunton Farm, Tropical House)*** Use world maps, atlases and globes to identify the UK and its countries – *Europe, Asia and S. America (incl Peru).* Use locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to *compare Froxfield and El Chino, Peru.* ***(Fieldwork at Staunton House, Tropical House)*** Use world maps, atlases and globes to identify country *Peru* and continent *South America – El Chino, Peru in the rainforest.* Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills – *to compare Froxfield and El Chino, Peru* (***Fieldwork at Staunton Farm, tropical house)***	Describe their immediate environment using knowledge from observation, discussion … and maps. *Local school walk and weather analysis.* ***(Fieldwork in school grounds)*** Use world maps, atlases and globes to identify the UK and its countries. Use locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds. ***(Fieldwork on the school grounds)*** Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills. (***Fieldwork on the school grounds)***	Describe their immediate environment using knowledge from observation, discussion … and maps *Local school walk and weather analysis.* ***(Fieldwork in school grounds)*** Use world maps, atlases and globes to identify the UK and its countries – *routes on maps.* Use locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of *Froxfield School* and its grounds. ***(Fieldwork on the school grounds)*** Use world maps, atlases and globes to identify the UK and its countries. *Locate the four capitals of the UK.* Use simple compass directions (North, South, East and West) and locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. ***(Fieldwork local walk around the village of Froxfield)***
	Land Ahoy! (Spring 1) Describe their immediate environment using knowledge from observation, discussion … and maps Use world maps, atlases and globes to identify the UK and its countries – *mark capitals of countries of the UK on a map.* Use locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to *compare Antarctica and The Caribbean.* Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – *Caribbean Sea, Gulf of Mexico, Antilles and Antarctica.* Use simple compass directions (North, South, East and West) and locational and directional language e.g. *near, far, left, right, straight on* • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	**Old Macdonald Had a Farm (Spring 1)** Describe their immediate environment using knowledge from observation, discussion … and maps. ***(Fieldwork at local farm).*** Use world maps, atlases and globes to identify the UK and its countries. Use locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map – *use a simple map to walk from school to local farm.* Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study key human and physical features of its surrounding environment – *local farm* ***(Fieldwork at local farm)*** Use world maps, atlases and globes to identify the UK and it's countries – *the location of four farms.* Use simple compass directions (North, South, East and West) and locational and directional language e.g. *near, far, left, right, straight on* to describe the location and features and routes on a map – *use a simple map to walk from school to local farm.* • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical	**Off to the zoo! (Spring 2)** Talk about the lives of the people around them and their roles in society. ***(Fieldwork at Marwell Zoo).*** Use world maps, atlases and globes to identify the UK and its countries *and the continent of Africa*. Use locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. ***(Fieldwork at Marwell Zoo – devise a simple map of Marwell Zoo)*** Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – *Africa and Antarctica.* Use simple compass directions (North, South, East and West) and locational and directional language e.g. *near, far, left, right, straight on* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ***(Fieldwork at Marwell Zoo – devise a simple map of Marwell Zoo).***

	features; devise a simple map; and use and construct basic symbols in a key.	features; devise a simple map; and use and construct basic symbols in a key. ***(Fieldwork at local farm)***	
	Froxfield Fun! (Summer 1) Describe their immediate environment using knowledge from observation, discussion … and maps *Local school walk and weather analysis.* ***(Fieldwork in school grounds)*** Use world maps, atlases and globes to identify the UK and its countries. Use locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Devise a simple map and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study key human and physical features of their school and its surrounding grounds ***(Fieldwork on the school grounds).*** Use world maps, atlases and globes to identify the UK and it's countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions (North, South, East and West) and locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. ***(Fieldwork local walk around the village of Froxfield)***	**Sandcastles and Moats (Summer 2)** Describe their immediate environment using knowledge from observation, discussion … and maps. ***(Fieldwork to compare Hayling Island seafront with Chichester harbour, Hayling Island Sailing Club).*** Use world maps, atlases and globes to identify the UK and its countries – *mark capitals of countries of the UK and castles on a map* Use locational and directional language. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills. ***(Fieldwork to compare Hayling Island seafront and Chichester Harbour, Hayling Island sailing club).*** Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical. Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions (North, South, East and West) and locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. ***(Fieldwork to compare Hayling Island seafront with Chichester Harbour, Hayling Island Sailing Club).***	**Mountain Explorers (Summer 1)** Describe their immediate environment using knowledge from observation, discussion … and maps. ***(Fieldwork in Froxfield and Butser Hill)*** Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – *Butser Hill, the Alps, the Himalayas.* Use locational and directional language e.g. *near, far, left, right, straight on* to describe the location of features and routes on a map. Devise a simple map – *of Butser Hill, Petersfield and Froxfield* and use and construct basic symbols in a key. ***(Fieldwork in Froxfield and Butser Hill).*** Use world maps, atlases and globes to identify countries, continents and oceans studied at this stage – *Himalayas.* Use simple compass directions (North, South, East and West). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Devise a simple map - *of Butser Hill, Petersfield and Froxfield and* use and construct basic symbols in a key. ***(Fieldwork in Froxfield and Butser Hill).***

Writing in italic – Units and content studied that are not specifically mentioned in the curriculum, our own ideas and places of study to deliver the curriculum through

* Using maps is specifically detailed in 'Geographical skills and fieldwork' not in 'Locational knowledge' – it is still a good idea to merge the areas of geography

Fieldwork – in italic and bold

EYFS Understanding the world, early learning goal statements