

Reception Class: Understanding the World

Intent: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Term 1			Term 2				
Books The Little Red Hen The Great Big Book of Families – Mary Hoffman Our class is a Family – Shannon Olsen All are welcome – Alexandra Penfold You Choosee – Nick Sharratt		Songs/rhymes	Figures from the past Rosa Parks (Black History Month)	Books We're Going On A Bear Hunt – Michael Rosen In every house on every street – Jess Hitchman You choose – Nick Sharratt Rama and Sita, The story of Diwali – Malachy Doyle		Songs/Rhymes	Figures from the past Guy Fawkes
Past & Present <ul style="list-style-type: none"> Comment on images of familiar situations in the past Sharing summer scrap books Class timeline (ongoing through CP, celebration of learning, building on prior experiences) Draw out common themes from stories such as (Values) (on going CP each term) Books/stories from Collective worships 	People, Culture & Communities <ul style="list-style-type: none"> Talk about members of their immediate family and community, using examples from real life and from books. Learning that there are many different families. Draw out common themes from stories Ongoing Christian Values each term Family trees Baby photos Understand that some places are special to members of their community Beginners Service at church. Recognise that people have different beliefs and celebrate special times in different ways. 	The Natural World <p>Explore the natural world around them by:</p> <ul style="list-style-type: none"> Providing frequent opportunities for outdoor play and exploration (Ongoing through CP songs, rhymes, poems & stories). <p>Creating opportunities for them to record observations of their changing natural world through drawing of plants & animals.</p> <ul style="list-style-type: none"> Observing and interacting with natural processes such as a magnet attracting an object Magnetic construction and CP Creating opportunities to discuss how we care for the natural world. <p>Describe what they see, hear and feel whilst outside by:</p> <ul style="list-style-type: none"> Including positive interaction with the outside world offering children a chance to take supported risks, appropriate to themselves and the environment they are in. Naming and describing some plants and animals that they are likely to see in their environment. 	Past & Present <ul style="list-style-type: none"> Comment on images of familiar situations in the past November 5th Bonfire Night November 11th Remembrance Day Compare and contrast characters from stories, including figures from the past through stories, images, and songs and sharing texts. Introduce characters including those from the past using songs, poems, puppets, role play & other story telling methods The Christmas Story 	People, Culture & Communities <ul style="list-style-type: none"> Name and describe people who are familiar to them, including members of the community such as police, fire service, doctors & teachers. Fire service visit (linked to firework night/safety) Invite parents to share their roles in the community Understand that some places are special to members of their community: Harvest festival and , Christmas service at All Saints Church Recognise that people have different beliefs and celebrate special times in different ways. Recognise that people have different beliefs and celebrate special times in different ways. Diwali 	The Natural World <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as light travelling through transparent materials and an object casting a shadow. Shadow puppets and CP Describe what they see, hear and feel whilst outside. Encourage focused observation of the natural world, respond to things the children have seen including plants and animals. (Ongoing through CP) Study of bears 		

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		<ul style="list-style-type: none"> • Draw information from a simple map by exploring immediate environment. • Recognise some similarities and differences between life in this country and life in other countries. 			
Term 3			Term 4		
Books Non-Fiction Texts Poles Apart – Jeanne Willis The Magic Paintbrush – Julia Donaldson	<u>Songs/rhymes</u>	<u>Figures from the past</u>	Books Non-fiction texts Look up – Nathan Bryon Here we are – Oliver Jeffers Whatever Next – Jill Murphy Tad – Benji Davies The Tiny Seed – Eric Carle	<u>Songs/rhymes</u>	<u>Figures from the past</u> Team Peake Neil Armstrong
Past & Present	People, Culture & Communities <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. Chinese New Year – parent to visit class and share experiences. RE lessons – Weddings, Baptism, Funerals etc. making comparisons with Islamic Faith. 	The Natural World <ul style="list-style-type: none"> • Explore the natural world around them by observing and interacting with natural processes such as ice melting Recognise some environments that are different to the one in which they live: Making comparisons between Polar Regions and their local or nation region. • Model the vocab needed to name specific features of the natural world, both natural and man made 	Past & Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Looking at how transport has changed include space travel. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	People, Culture & Communities	The Natural World <ul style="list-style-type: none"> • Draw information from a simple map by creating maps from imaginary story setting they are familiar with. (Look up) map of the town. • Recognise some environments that are different to the one in which they live comparing a hot place to their local or nation region • Recognise some environments that are different to the one in which they live model the vocab needed to name specific features of the natural world, both natural and manmade. Making comparisons between Space and Earth. (Space, Constellations, comets, rockets, ISS etc.).
Term 5 (ELG)			Term 6 (ELG)		
Books In every house on every street – Jess Hitchman The Queens Hat – Steve Antony In my mosque – M.O Yuksel The Night Pirates Willy the Wimp	<u>Songs/Rhymes</u> Sea Shanty's	<u>Figures from the past</u>	Books The proudest blue - Ibtihaj Muhammad Bring the rain to Kapiti Plain – Verna Aardema The Blue Giant – Katie Cottle Tidy – Emily Gravett	<u>Songs/Rhymes</u>	<u>Figures from the past</u> David Attenborough

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<p>Past & Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Boats, clothes etc. Understand the past through settings, characters and events encountered in books read in class and storytelling. Why did we have pirates? Famous pirate figures 	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as a boat floating on water. Draw information from a simple map by exploring areal views of the school setting, commenting on what they notice. Explore the natural world around them, making observations & drawing animals & plants. Forest school Bug hunts etc. Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class. Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter. Ongoing seasonal change study 	<p>Past & Present</p>	<p>People, Culture & Communities</p> <ul style="list-style-type: none"> 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 (when appropriate) maps. Africa (linking to Literacy tree text) Creating opportunities to discuss how we care for the natural world. 	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as a sound causing a vibration. African Drumming Workshop – North Somerset Music Service CP Recognise some similarities and differences between life in this country and life in other countries by describing contrast of locations, people, travel & food. Africa (linking to Literacy tree text) Explore the natural world around them, making observations and drawing pictures of animals and plants. Sunflowers Van Gough – observational drawing Forest school CP Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
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Vocabulary

Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now
 Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural
 Science, experiment, investigation, test, why, senses, world, plants (leaf, stem, root, flower, seeds), animals, humans, materials, see through, push/pull (linked to magnets),
 natural, change, grow, decay, rot, environment, float, sink, light, dark, shadow, reflect, magnetic