

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	Areas covered and opportunities provided for the children	What children need to know by the end of Reception
Autumn 1 Topic: All About Me Key vocabulary: Halloween, autumn (<i>leaves changing colour, dying, cold, weather, season</i>), hibernation, Hibernation, Christians, church, Baptism, Christening, Same, different, now, then	People, culture & communities / Past & Present - *Opportunities to talk about themselves and their family *Send in photos of their families to share with the class *Marvellous Me – talk about themselves and what they find important to them *Opportunities to talk about what they want to be when they are older and have visits from <i>Police, Fire, Nurse, Opticians, Army, Fire Service</i> *Listen to a range of stories based on traditional tales/popular authors (Julia Donaldson) *Discuss celebrations such as Halloween – do you celebrate? How? What have you done in the past to celebrate Halloween? Know that it is celebrated around the world. *Look at 'Peepo' BY Allan Ahlberg. Talk about how things are different then/now R.E. – Christianity / Baptism/Humanist naming ceremonies The Natural World - *Learn about what happens to plants and animals in autumn. Look at non-fiction texts/ppts *Autumn walk around the school and outside the school grounds. *Learn about hibernation – which animals hibernate and why	History: *To recall events from their own past and the lives of familiar people (family). *Understand the past through settings encountered in class books. *To talk about past and present events and know similarities and differences between the past and present e.g. Bonfire night, Remembrance Day *To talk about why familiar annual events, occur (in simple terms) e.g. Christmas, Bonfire night, Remembrance Day *To ask simple questions about the past. R.E: *To recall stories that are special e.g. Christmas, Easter *To discuss special places (religious and non-religious) e.g. church, home *To discuss why and how we are special. Link to Christmas and Easter being special to Christians.
Autumn 2 Topic: Celebrations Key vocabulary: autumn (<i>leaves changing colour, dying, cold, weather, season</i>), Christians, church, Baptism, Christening, Same, different, now, then, winter, cold, snow, freezing, bare, dying, growth, Arctic, Antarctic, Bromsgrove, world, environment, polar bear, penguin, orca, seal, arctic, fox, arctic hare, Christmas, Jesus, Bethlehem, Bonfire night, Diwali, Poppy/ies, soldiers, ice, melt, freeze, celebrate	The Natural world – Forest School Explore the natural world around them * Make observations of signs of autumn / winter and notice how the FS environment is changing throughout the seasons. *Know what happens to plants, flowers and animals in the seasons of autumn and winter. *Identify cold places in the world (Arctic/Antarctic) and how it relates to where we live in Bromsgrove. Look at maps of the world/globe to identify Arctic/Antarctic and where we live in Bromsgrove. Look at similarities and differences in animals that live there / style of houses and the weather. Understand what life is like living in these colder places/environments. *Read stories about animals living in cold places. *Understand the changing state of water – turning to ice. Experiment with making ice / melting ice / ice experiments/ painting with ice *Visit to the theatre at Christmas R.E. – *Christmas *Know that people have different beliefs and celebrate at different times e.g. Eid/Hannukah/Christmas People, culture & communities - Look at different festivals/celebrations and how people celebrate: Bonfire Night, Diwali, Remembrance Sunday, Children in Need, Christmas. Draw on their own past experiences and experiences of others. Past & Present *Look at pictures/read stories of how Christmas was celebrated in the past.	Geography: *To identify the Arctic and Antarctic on a map of the world. *To identify Bromsgrove and the UK on a map of the world. *To use positional language – forwards, backwards, over, through, under, in between, next to, on top of when using maps and describing positions. Science: *Identify themselves as humans. *Know that different animals live in different environments. *To be able to recognise and name common animals from different environments. *Be aware that there are contrasting environments to the one in which they live. *Be confident in exploring and observing the natural world around them. *Know the 4 seasons of the year. *Be familiar with different types of materials and their textures.

	*Stories/poems/songs to be read/sang to explain Bonfire Night / Diwali/ Remembrance Sunday/ Christmas	*To identify plants as living things. To recognise how plants change with the seasons.
Spring 1 Topic: Pirates Key vocabulary: Autumn, winter, autumn (<i>leaves changing colour, dying, cold, weather, season</i>), Christians, church, Same, different, now, then, winter, cold, snow, freezing, bare, dying, growth, environment, float, sink, material, waterproof, strong, weak, map, forwards, backwards, over, through, under in between, next to, on top, China, hot, compare,	The Natural World -Forest School Understand effect of changing seasons and compare environments * Make observations of signs of winter/ spring and notice how the FS environment is changing throughout the seasons. *Know what happens to plants, flowers and animals in the seasons of winter / spring. *Explore objects that float and sink – sail pirate ships on the pond *Explore materials that are waterproof or not waterproof by competing simple investigations. Use knowledge of floating/sinking /waterproofing to design and make a pirate ship. People, culture & communities – *Draw a map of the FS area. *Compare environments use language of similar and different – desert island, Bromsgrove, Arctic *Follow simple maps, make own maps, remember familiar routes from stories e.g. We're going on a treasure hunt *Identify China on a map and locate where we live in the UK. *Talk about Chinese New Year, who celebrates, where and why. *Look at Chinese dragon dance and music. *Create lanterns, Chinese dragons, practice using chop sticks Past & present *Talk about famous pirates. *Read zodiac story and how they chose the animals for Chinese New Year R.E – Special places, visit to Church.	
Spring 2 Topic: All About Spring Key vocabulary: Autumn, winter, Christians, church, Same, different, now, then, map, forwards, backwards, over, through, under in between, next to, on top, Spring, growth, flowers, plants, seed, water, soil, sun, warmth, frogspawn, frog, tadpole, life cycle, buds, leaves, changes, Easter, death, Good Friday, Easter Sunday	The Natural World – Forest School *Understand effect of changing seasons and compare environments * Make observations of signs of spring and notice how the FS environment is changing throughout the season winter to spring. *Know what happens to plants, flowers and animals in the seasons of spring. *Look at frogspawn in the pond, take some back to the classroom to observe. *Go on a spring hunt – look at buds on trees, blossom, nests etc. *Plant seeds, understand what plants need to grow well – sun, warmth, water, soil. *Look at the life cycle of a frog and the changes it goes through. People, culture & communities – *Talk about Mother's day, why our mums are important, what we can do to show them we care and appreciate them. *Talk about Christians and how they visit church at Easter and why Easter is important to them. Past & present - *Talk about Easter and how it is celebrated by many Christians. *Link the birth of Jesus and the death of Jesus and draw on what we can remember at Christmas time. R.E – Easter Talk about the key parts of the Easter story. Palm Sunday, Good Friday, Easter Sunday.	

<p>Summer 1 Topic: Space</p> <p>Key vocabulary: Autumn, winter, Christians, church, Same, different, now, then, map, forwards, backwards, over, through, under in between, next to, on top, Spring, growth, flowers, plants, seed, water, soil, sun, warmth, frogspawn, frog, tadpole, life cycle, buds, leaves, changes, summer, hot, warmer, vegetables, fruits, space, solar system, names of planets, gravity, Neil Armstrong, astronaut, UK,</p>	<p>The Natural World – Forest School</p> <ul style="list-style-type: none"> *Understand effect of changing seasons and compare environments * Make observations of signs of spring and notice how the FS environment is changing throughout the season spring to summer. *Plant seeds (vegetables and flowers) understand what plants need to grow well – sun, warmth, water, soil. *Play team games *Paint a mud paint solar system. *Know how to be safe around fires. Know what a fire needs to burn well. *Can describe how space is different to Earth/Bromsgrove/Desert Island/ Arctic *Talk about how each planet is different to Earth <p>Past & present -</p> <ul style="list-style-type: none"> *Learn about famous astronauts from the past – Chris Hadfield, Neil Armstrong *Learn about what life was like when Chris Hadfield was a child watching Neil Armstrong on the moon. Read the story written by Chris Hadfield. Compare houses now and then, one TV set in the street etc. <p>People, Culture and Communities-</p> <ul style="list-style-type: none"> *Locate UK and Canada on world map to identify where Chris Hadfield came from 	
<p>Summer 2 Topic: Minibeasts</p> <p>Key vocabulary: Autumn, winter, Christians, church, Same, different, now, then, map, forwards, backwards, over, through, under in between, next to, on top, Spring, growth, seed, flowers, plants, water, soil, sun, warmth, frogspawn, frog, tadpole, life cycle, buds, leaves, changes, summer, hot, warmer, minibeasts, some names of minibeasts, habitat, change,</p>	<p>The Natural World -</p> <p>Recognise some environments are different to the one in which they live.</p> <ul style="list-style-type: none"> *Read non-fiction about minibeasts. *Learn rhymes/ songs about minibeasts. *What do mini beasts need that is different/ the same as human? Look in different habitats for minibeasts. *Make minibeast hotels using natural materials. *Make drawings of minibeasts found in the environment. *Use natural materials to make a minibeast. *Can talk about how to be safe around fires. Know what a fire needs to burn well. *Observe the life cycle of a butterfly. Caterpillars in class, watch how they grow and change. Talk about their own life cycle and how we grow and change. <p>People, Culture & communities – In Forest School, recognise that minibeasts need a different environment to the one in which we live.</p> <p>Describe the changes in FS over the summer months. How is it different to winter, spring, autumn?</p> <ul style="list-style-type: none"> *Read the story: Why the spider has long legs. A traditional African tale. Locate Africa on the map. What animals would you see if Africa compared to Bromsgrove? *Look at the similarities and differences between ourselves and minibeasts. What do they need? What do we need? What is the same? Different? 	