

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
<p>Autumn 1 Topic: All About Me</p> <p>Key vocabulary: Halloween, autumn (leaves changing colour, dying, cold, weather, season), hibernation, Hibernation, Christians, church, Baptism, Christening, Same, different, now, then</p>	<p>People, culture & communities / Past & Present -</p> <ul style="list-style-type: none">*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 <p>The Natural World -</p> <ul style="list-style-type: none">*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 <p>R.E. NATRE- EYFS- Unit 1- Why is the word god important to Christians?</p> <p>In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.</p>	<p>History:</p> <ul style="list-style-type: none">*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. <p>R.E:</p> <ul style="list-style-type: none">* 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. <p>Geography:</p> <ul style="list-style-type: none">*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. <p>Science:</p> <ul style="list-style-type: none">*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.
<p>Autumn 2 Topic: Celebrations</p> <p>Key vocabulary: autumn (leaves changing colour, dying, cold, weather, season), Christians, church, Baptism, Christening, Same, different, now, then, winter, cold, snow, freezing, bare, dying, growth, Arctic, Antarctic, Bromsgrove, world, environment, polar bear,</p>	<p>The Natural world – Forest School Explore the natural world around them</p> <ul style="list-style-type: none">* 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 <p>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.</p>	

<p>penguin, orca, seal, arctic, fox, arctic hare, Christmas, Jesus, Bethlehem, Bonfire night, Diwali, Poppy/ies, soldiers, ice, melt, freeze, celebrate</p>	<p>Past & Present</p> <ul style="list-style-type: none"> * Look at pictures/read stories of how Christmas was celebrated in the past. * Stories/poems/songs to be read/sang to explain Bonfire Night / Diwali/ Remembrance Sunday/ Christmas <p>R.E. – NATRE EYFS- Unit 2- Why do Christians perform nativity plays at Christmas? (Why is Christmas special for Christians?)</p> <p>In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>	<p>*To identify plants as living things. To recognise how plants change with the seasons.</p>
<p>Spring 1 Topic: Pirates</p> <p>Key vocabulary: Autumn, winter, autumn (leaves changing colour, dying, cold, weather, season), Christians, church, Same, different, now, then, winter, cold, sniw, 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,</p>	<p>The Natural World -Forest School</p> <p>Understand effect of changing seasons and compare environments</p> <ul style="list-style-type: none"> * 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. <p>People, culture & communities –</p> <ul style="list-style-type: none"> * 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 <p>Past & present</p> <ul style="list-style-type: none"> * Talk about famous pirates. * Read zodiac story and how they chose the animals for Chinese New Year <p>R.E – NATRE EYFS Unit 3- Being Special- Where do we belong?</p> <p>This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p>	

<p>Spring 2 Topic: All About Spring</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, Easter, death, Good Friday, Easter Sunday</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 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. <p>People, culture & communities –</p> <ul style="list-style-type: none"> *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. <p>Past & present -</p> <ul style="list-style-type: none"> *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. <p>R.E – NATRE EYFS Unit 4 – Why do some Christians put a cross on their Easter Gardens?</p> <p>In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.</p>	
<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>RE- NATRE EYFS Unit 5- Why places are special and why?</p> <p>This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. To support this unit, teachers may wish to consider organising a visit to a place of worship or inviting a member of a</p>	

	<p>Mosque or Church community to visit the school to speak with pupils about lived experience.</p> <p>Visit a church</p>	
<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 - 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. 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? <p>RE- NATRE EYFS- Unit 6- Which stories are special and why? In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.</p>	