



Understanding the World Reception - Long Term Plan

Statutory Guidance from the EYFS Framework for Understanding the World:

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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Potential Themes/ Interests of children	Starting School Autumn Family, People who help us,	Harvest - Pumpkins Christmas Around the World, Celebrations including Diwali	Winter, Journeys / The world, Chinese New Year , Big School’s bird watch	Growing up - babies, generations Health inc. oral health Spring, Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer, Hot environments, Rock pools Mermaids / Pirates Seaside
Possible Celebrations & Experiences	Class rules and routines Starting School, Autumn, Black History Month, Fire service visit	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother’s Day, Pancake Day, World Art Day, Easter	, World Biscuit Day, World Food Safety day	Father's Day , Sports Day, Transition, Assessment
Suggested Texts – Fiction and Non-Fiction						

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Characteristics of effective teaching and learning	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and ‘have a go’ • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 					
R.E – Religious Education Intent Vocabulary Implementation	<p>Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject ‘R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p style="text-align: center;">Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different</p> <p style="text-align: center;">Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p>					
Development of Chronology Intent Vocabulary Implementation	<p>Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.</p>					
	<p>Children talk about members of their family and the relationship to them e.g. Mum, Dad. Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends. Children joining in with discussions and stories about family. Children focusing on work based on ‘all about me’ and their family and friends.</p>	<p>Children use the language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books. Last week, yesterday, a long time ago, last year, before I was born. Discussions around past and present – events</p>	<p>Children visually represent their own day on a simple timeline. Timeline, day, week, first, last, them, next, days of the week – names. Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable. Children completing practical activities visually representation their week.</p>	<p>Children talk about and understand changes in their own lifetime and what happens when they get older. Changes, baby, toddler, child, teenager, adult, elderly, ages. Learning about life cycles of animals, learning about how we grow and change as people.</p>	<p>Children recount an event that has happened. Event, special, what happened, then, next. Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Children can order experiences that have happened to them and in stories they have read. First, then, next, after that, finally, story. Adults prompting children to order experiences and stories verbally or in a written method.</p>

		such as celebrations, remembrance day (war).				
<p>Development of Enquiry</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children know that you can find out information from different sources</p> <p>Information, books, videos, search, internet, Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p>	<p>Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</p> <p>History, past, celebrations, festivals.</p> <p>Adults providing opportunities to explore a range of festivals and celebrations.</p>	<p>Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location.</p> <p>Understand some changes in the natural world around them, including the seasons.</p> <p>Technology, search, internet, Antarctica, desert, changes, water, ice, seasons.</p> <p>Adults modelling using technology. Children having access to the technology to find information.</p>	<p>Children describe images of familiar situations in the past when looking and contrast images or stories. Children are taught about growth and change. Images, pictures, past, present, same, different, grow, change.</p> <p>Children exploring images from the past through stories. Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'.</p>	<p>Children talk about roles people have in society (both in the present and past). Children understand he need for these roles.</p> <p>Key worker, job, help, helpful, community, police, fire service, doctor, dentist.</p> <p>Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.</p>	<p>Children are confident in comparing and contrasting the past and present and can describe and ask questions about old and new. They notice similarities and differences independently and talk about these.</p> <p>Images, pictures, past, present, change, different, people, places, time, compare, comparison, same.</p> <p>Children provided with images to compare with past and present.</p> <p>Discussions around past and present.</p>
<p>Development of the understanding of 'Respect'</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children respect special things in their own lives. Special, teddy, photo, people, toy.</p> <p>Children taught about respect, children taught about respecting special things and what this might mean to different people.</p>	<p>Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live.</p> <p>Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.</p> <p>Children taught about respect, children taught</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations.</p> <p>Questions, why, country, community, where I live, story, visitor, celebrations.</p> <p>Children taught about respect, children taught about curiosity, asking</p>	<p>Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations including Easter.</p> <p>Questions, why, country, community, where I live, story, visitor, celebrations.</p> <p>Children taught about respect, children taught about curiosity, asking</p>	<p>Children know that different places are special to different people.</p> <p>Special, places of worship, churches, map, park, shops etc.</p> <p>Children taught about respect and how we can respect special places.</p>	<p>Children can compare and contrast different places. Children show respect to one another and to animals.</p> <p>Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.</p> <p>Children taught about respect and caring for animals and pets.</p>

		about different beliefs and special times for different people.	questions and why we need to learn.	questions and why we need to learn.		
<p>Development of Mapping skills</p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children can draw a simple map and listen to stories with maps. Children recognise some common signs.</p> <p>Maps, mapping, environment, features, classroom map, local area map, signs, logos.</p> <p>Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.</p>	<p>Children use positional language.</p> <p>Maps, mapping, environment, bee-bot, left, right, under, beside, on top.</p> <p>Modelling how to use a bee-bot and positional language.</p>	<p>Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.</p> <p>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape.</p> <p>Modelling how to use a bee-bot and positional language. Adults setting up a small world track for children to use the Bee-bots with. Looking at maps of the local area and maps of Antarctica.</p>	<p>Children can confidently programme a BeeBot. Children can talk about technology and how it can help us direct ourselves – Google Maps.</p> <p>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps.</p> <p>Modelling how to use a bee-bot and positional language. Children having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.</p>	<p>Children can draw information from a simple map and identify landmarks of our local area walk.</p> <p>Maps, mapping, environment, features, landmarks, local area.</p> <p>Children going on a walk together around the local area. To identify landmarks and create a map.</p>	<p>Children can create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.</p> <p>Children using the available materials to create their own maps as modelled by the adults in school.</p>

<p>Development of Scientific skills and Knowledge</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them.</p> <p>animals, mini beasts, habitats, oceans, ponds, forests, woodland, urban, camouflaged, survival.</p> <p>Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what ‘re-cycle’ means and why we should do it.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny</p> <p>Exploring the materials as a class – naming them.</p> <p>Exploring the properties of these materials through continuous provision and whole class inputs.</p> <p>Reading and investigating what recycling means and how we can recycle.</p>	<p>Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p>Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparent</p> <p>Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.</p>	<p>Children can name parts of a plant and what it needs to grow as part of the current topic. Children can grow their own plants and look after them. Children observe the plants and trees around them and how they change. Children are developing a good understanding of a lifecycle as part of the topic.</p> <p>Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, growth flower, trunk, branches. life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air</p> <p>Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats, Identifying, observing and exploring British animals – in person, through books, videos etc.</p>
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	<p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world.</p> <p>Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p> <p>Exploring seasons through stories, videos, books.</p> <p>Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>				
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<p>The Reception Year provides the foundation skills that children will build upon in Year one.</p>	<p>The Science National Curriculum (2014) ... Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. <u>Plants:</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. <u>Animals including humans:</u> identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Everyday materials:</u> distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Changes:</u> observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p>	<p>The Geography National Curriculum (2014) states that... <u>Location Knowledge:</u> name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. <u>Place Knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. <u>Geographical Skills and Fieldwork:</u> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and <u>locational and directional language</u> 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 and the key human and physical features of its surrounding environment.</p>	<p>The History National Curriculum (2014) states that... Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell.</i> Significant historical events, people and places in their own locality.</p>
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