

Understanding of the World			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>All About Me</p> <ul style="list-style-type: none"> Throughout the term, children will be encouraged to share about the members of their family and what makes them special. Children will begin to think about their own and their family's life story, such as families migration stories. During outdoor provision, focused tasks will allow children to explore the natural world around them so that they understand Autumn, talk about it using a wider range of vocabulary and begin to understand how we can respect and care for the natural environment. Children will be given opportunities to describe what they see, hear and feel whilst outside and use all their senses in hands-on exploration of natural materials provided. When reading 'All Are Welcome', children will recognise how individuals and families are different from others, through discussions about our families' culture, dress, religion, languages and traditions. Through reading 'Coming to England', children will 	<p>Celebrations</p> <ul style="list-style-type: none"> Through discussions on where celebrations are celebrated, children will gain an understanding of places that are special to members of their community and others. Children will be encouraged to recognise the positives in being different and celebrating different festivals. Children will develop a good understanding of different celebrations showing Through discussions on a wide variety of celebrations, children will recognise that people have different beliefs and celebrate special times in different ways. Through the comparison of our celebrations, children will gain an understanding about some similarities and differences between different communities in this country, drawing on their experiences and what has been read in class. Through the Story of Hanukkah and Nativity, children will compare characters from the past and understand why different religions celebrate different 	<p>Traditional Tales</p> <ul style="list-style-type: none"> Through the core texts, children have the opportunity to explore and compare different countries, cultures and draw information from simple maps. Opportunities to collect materials with similar and/or different properties are incorporated into provision and during our time at the Nature Garden. Children will talk about the changes they notice in seasons and how we change what we wear and what we might see, hear, smell and touch while in the natural environment at different points of the year. Children will learn about different materials and which is the best for building a house using the story of The Three Little Pigs. They will understand what wind resistant means. Children will make posters to campaign for the freedom of the wolf and will begin to understand how to work together in a community to bring about change peacefully. By using the Rachel Isadora core text, the children will explore Ethiopia. They will 	<p>Animals</p> <ul style="list-style-type: none"> To start the term, children will be immersed in a guessing game about mystery eggs. They will look for clues, think about and discuss which animals might have laid the eggs in the classroom. Using the curiosity cube and writing sessions, children will make a prediction about the eggs, ask questions about the eggs and describe the eggs. Using the story, Handa's Surprise, as a source of inspiration, we will compare life in Kenya to life in the UK. We will look at habitats, animals, culture and people to think about similarities and differences across these two countries. We will utilise our outdoor area and Nature Garden to explore the natural world around us and contrast this with the natural world in Kenya, the setting of our core text. We will observe the signs of spring using A Spring Hunt game, and discuss the differences to the other seasons. Children will ask questions about the season of spring when they explore 	<p>Growth and Change</p> <ul style="list-style-type: none"> To start the term, children will make observations of dead and alive plants, recognising the difference between them. Through non-fiction texts, songs and videos they will learn what plants need to grow. We will use inputs, trips to nature garden and outdoor provision to provide varied activities plant seeds and develop responsibility for looking after their own plants. Using the story Errol's Garden as a source of inspiration, the children shall plan our own Reception Garden. Through provision and inputs explore a variety of plants, including those from contrasting environments, to inform planting decisions. The children will make observations and drawings of the plants they have grown. In the last three weeks of term, our class caterpillars will join us. Children will understand an important process and changes in the natural world around 	<p>People who Help Us</p> <ul style="list-style-type: none"> Children will talk about the roles of different people in society that we learn about through our theme, such as architects, builders, scientists, vets, etc. They will begin to understand what people in each job do and why they are important. Children will continue to develop an understanding of similarities and differences between the present and the past as we look at different occupation, then and now. This will include mental health workers in the past, looking at asylums and the stigma that was often associated with mental health conditions. Children will continue to develop their understanding of the similarities and differences between life and the environment in the UK and other countries, as we look at jobs in UK and abroad. This will include looking at postal workers in Nepal, and how their journeys to people's homes

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<p>explore images from the past linking to the Windrush Generation and share thoughts and comments.</p> <ul style="list-style-type: none"> • During BHM, children will look at some similarities and differences between life in this country and life in other countries, especially those in which our class community's family have come from. • When discussing where our families are from, where we live and our learning throughout BHM children will be introduced to maps and encouraged to draw information. 	<p>festivals at different times of the year.</p> <ul style="list-style-type: none"> • Children will be encouraged to share their own celebrations independently with each other and recognise, through the activities set up in the provision, how different celebrations are celebrated in different ways. 	<p>locate the country on a map, look at other countries nearby and compare it to London. They will also develop an understanding of weather, landscape and buildings in this country.</p> <ul style="list-style-type: none"> • Children will learn about how different people manage their emotions and begin to recognise that differences are to be celebrated. 	<p>our Spring small world area in Week 3 filled with flowers, buds, chicks, lamb and foliage.</p> <ul style="list-style-type: none"> • For the last three weeks of term, children will discover what happens to fruit when it rots. They will observe fruit over time, in the curiosity cube, as it decays and describe what they can see and how the fruit is changing. 	<p>them, through their observations of the key stages of a butterfly lifecycle.</p> <ul style="list-style-type: none"> • They will observe the caterpillar over time, in the curiosity cube, as it grows and describe what they can see and how the caterpillar is changing. • On our trip to the Garden Museum, the children will develop an understanding of how to care for plants and the different types of plants in the UK. 	<p>can be vastly different to in London.</p> <ul style="list-style-type: none"> • Children will continue to develop their awareness of the natural world with weekly visits the Nature Garden, completing activities, such as collecting different types of leaves and observing birds.
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