

Understanding of the World			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>All About Me</p>	<p>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</p>	<p>Before Me: Long Ago/ Stories and Rhymes</p>	<p>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</p>	<p>Animals: Big Wide World/ Creep, Crawl and Wriggle</p>	<p>Water: Shadows and Reflections/ On the Beach/ Moving on</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. 	<ul style="list-style-type: none"> To explore the natural world around them and give simple descriptions, following observation, of changes. To identify common features for different groups of animals, including wild and domestic animals. To use sentences to describe what they see, hear and feel around them. To explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. To know about similarities and differences in relation to places, objects, materials and living things. To compare and group objects and materials according to simple given criteria. To explore and talk about pictures, stories and information books on the theme of royalty. To show an awareness of the similarities and differences between people in different communities and groups from around the world. 	<ul style="list-style-type: none"> To make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. To put familiar events in chronological order, using pictures and discussion. To recognise and discuss how they have changed from when they were babies. To order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. To talk about past and present events in their own lives and those who are important to them. To explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. To talk about members of their immediate family and community. To explore artwork by famous artists and talk about their likes and dislikes. 	<ul style="list-style-type: none"> To talk about and describe healthy and unhealthy foods To name and describe basic features of plants and trees. To describe some ways that humans should be cared for in order for them to survive. To use vocabulary to connect ideas about where fruit and vegetables come from and how they help the body. To describe the features and life cycles of plants. To begin to identify the origins of some foods. To describe places that are familiar to them in contrast to unfamiliar such as home and a farm, shops and countryside. To describe some similarities and differences between things in the past and the present. To match animals to their young. To talk about the lifecycle and features of animals. To explore the natural world around them and give simple descriptions, following observation, of changes. To ask a relevant scientific question to find out more, 	<ul style="list-style-type: none"> To show an awareness of the similarities and differences between people in different communities and groups from around the world. To locate the UK and know the weather in the UK. To describe cold places in the world. To talk about features of their own environment. To describe how the weather, plants and animals of a cold place is different to a hot place, using geographical terms. To draw information from a simple map (climate map). To describe how the weather, plants and animals of one place are different from another, using simple geographical terms. To identify similarities and differences between the natural world around them and contrasting environments. To describe animals in different environments using recently learnt information and vocabulary. 	<ul style="list-style-type: none"> To explore the natural world around them. To represent different parts of the human body from observation, imagination or memory with attention to detail. To name and describe natural phenomena, e.g. shadows. To compare and group objects and materials according to simple given criteria. To collect simple geographical data during fieldwork activities. To talk about a place in comparison to somewhere familiar. To describes animal features and their environments. To use technology to locate a place on a map. To begin to notice and talk about the different places around the world, including oceans and seas. To describe how the weather, plants and animals of one place is different to another using simple geographical terms. To describe, predict and sort things that float and sink and

Individually Strong, Collectively Stronger!



<ul style="list-style-type: none"> • Through reading 'Coming to England', children will explore images from the past linking to the Windrush Generation and share thoughts and comments. • 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. 	<ul style="list-style-type: none"> • To name and sort everyday items into groups of the same material. • To recognise that there are some similarities and differences between life in this country and life in other countries. • To recognise that people have different beliefs and celebrate special in different ways. 		<p>explain how things work and why they might happen.</p> <ul style="list-style-type: none"> • To describe how weather changes as the seasons change. • To recognise and understand the different parts of a lifecycle of an animal. • To show an awareness of the similarities and differences between people in different communities and groups from around the world. 	<ul style="list-style-type: none"> • To identify similarities and differences between this country and another country. • To share stories and talk about significant people in the past. • To describe how they can look after their environment. • To understand how people are impacting on the natural world. • To describe the animals found in the Caribbean Sea. • To name and sort items into groups of the same material. • To develop an understanding about how rubbish impacts on animals and the environment. • To observe and describe living things and their habitats within the local environment. • To make observations about mini-beasts. • To know that it is important to take care of all living things, no matter how small. • To explore and investigate the natural world around them. 	<p>talk about the forces that they can feel.</p> <ul style="list-style-type: none"> • To know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • To 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 – map. • To put familiar events in chronological order, using pictures and discussion.
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