

Little Eaton Primary School: 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	Starting School Autumn Family, People who help us, Teddy bears	Harvest - Pumpkins Christmas Around the World, Celebrations including Diwali	Winter, Arctic, Journeys / The world, Chinese New Year , Big School's bird watch	Growing up - babies, generations Health inc. oral health Spring, Easter	Life Cycles - butterflies, frogs, owls Our Local Area Gardening	Summer Hot environments Looking After Our Environment Mermaids / Pirates Seaside
Celebrations & Experiences	Class rules and routines Starting School, Autumn, Black History Month,	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, Science Week Safer Internet Day	, Comic Relief, Mother's Day, Pancake Day, World Book Day, Easter	National Storytelling Week Tiger Tea Party Explore Little Eaton	Father's Day Transition, Assessment Chatsworth Visit Fitness Week/ Sports Day
Suggested Texts						
The Reception Year provides the foundation skills that children will	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. Plants: 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. Animals including humans: 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,		The Geography National Curriculum (2014) states that... Location Knowledge: 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. Place Knowledge: 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. Geographical Skills and		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</i>	

<p>build upon in Year one.</p>	<p>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><u>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><i>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>
--------------------------------	---	---	--

Understanding the World - Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Characteristics of effective teaching and learning</p>	<p>The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching understanding the world. These 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. <p>It is important to recognise learning does not always fit into boxes. Play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children's own learning within an enabling environment the children will begin to make sense of the physical world and their community.</p> <p>This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children's interests and their curiosity about their world.</p>					
<p>R.E – Religious Education</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p> <p>Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different</p> <p>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>					
	<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past</p>					

<p>Chronology skill development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.</p> <p>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>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Last week, yesterday, a long time ago, last year, before I was born.</p> <p>Discussions around past and present – events such as celebrations, remembrance day (war).</p>	<p>Visually represent their own day on a simple timeline (correspond with 7 days of the week)</p> <p>Timeline, day, week, first, last, them, next, days of the week – names.</p> <p>Children learning about the days of the week in and out of Maths lessons. Children having a visual timetable.</p> <p>Children completing practical activities visually representation their week.</p>	<p>Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Changes, baby, toddler, child, teenager, adult, elderly, ages.</p> <p>Learning about life cycles of animals, learning about how we grow and change as people.</p>	<p>Recount an event, orally, pictorial and/or with captions.</p> <p>Event, special, what happened, then, next.</p> <p>Discussions around events we have had at school such as school trips, visits etc.</p>	<p>Order experiences in relation to themselves and others, including stories.</p> <p>First, then, next, after that, finally, story.</p> <p>Adults prompting children to order experiences and stories verbally or in a written method.</p>
<p>Enquiry skill Development</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children know that you can find out information from different sources e.g. internet, books.</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>Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.</p> <p>Technology, search, internet, Antarctica, desert, changes, water, ice, seasons.</p> <p>Adults modelling using technology. Children</p>	<p>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of 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.</p>	<p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community.</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>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</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. Discussions around past and present.</p>

			having access to the technology to find information.			
<p>Respect skill Development</p> <p>Intent Vocabulary Implementation</p>	<p>Children respect special things in their own lives. <i>Special, teddy, photo, people, toy.</i> 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. Recognise some environments that are different to the one in which they live. <i>Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary.</i> Children taught about respect, children taught about different beliefs and special times for different people.</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. <i>Questions, why, country, community, where I live, story, visitor, celebrations.</i> Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Children understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter) <i>Questions, why, country, community, where I live, story, visitor, celebrations, church, Easter.</i> Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>Understand that some places are special to members of their community. <i>Special, places of worship, churches, map, park, shops etc.</i> Children taught about respect and how we can respect special places.</p>	<p>Children recognise some environments that are different to the one in which they live - Hot countries. Animals and know how to care for an animal/pets. <i>Same, different, similar, features, environment, hot, cold, care, look after, vets, food, water.</i> Children taught about respect and caring for animals and pets.</p>
<p>Mapping skill Development</p> <p>Intent Vocabulary Implementation</p>	<p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete’s story map around school, seating maps, nature area map and read commons signs and logos. <i>Maps, mapping, environment, features, classroom map, local area map, signs, logos.</i></p>	<p>Children use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language. <i>Maps, mapping, environment, bee-bot, left, right, under, beside, on top.</i> Modelling how to use a bee-bot and positional language.</p>	<p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms. Recognise some environments that are different to the one in which they live e.g., Antarctica. <i>Maps, mapping, environment, bee-bot, left, right, under, beside,</i></p>	<p>Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. <i>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps.</i> Modelling how to use a bee-bot and positional language. Children</p>	<p>Draw information from a simple map and identify landmarks of our local area walk. <i>Maps, mapping, environment, features, landmarks, local area.</i> Children going on a walk together around the local area. To identify landmarks and create a map.</p>	<p>Create own maps using grid paper and symbols (x marks the spot treasure maps) <i>Maps, mapping, environment, features, landmarks, local area, x marks the spot, treasure.</i> Children using the available materials to create their own maps as modelled by the adults in school.</p>

	Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.		on top, up, down, same, different, landscape. 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.	having the Bee-bot grid maps to use. Children being shown what Google maps is and its uses.		
<p>Scientific Knowledge Development</p> <p>Intent Vocabulary Implementation</p>	<p>Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Materials – Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. Know what materials can be recycled. Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>	<p>Animals (Polar) Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe arctic habitats. Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival. Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>Seasonal Changes - Spring Revisit of objectives from Autumn 1. Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses. Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human,</p>	<p>Plants - Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.. Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed,</p>	<p>Animals (British Wildlife) Revisit of objectives from Spring 1. + Know and explain where a range of animals live e.g. talk about animals which live in our community e.g. talk about wildlife in Britain. Describing habitats and some microhabitats. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change. Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp,</p>

				<p>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>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>spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats,</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p>
--	--	--	--	--	---	---