

# Understanding of the World





# Reception

# Understanding of the World Autumn Term



## Knowledge and skills- The natural world

To explore the natural world around them. (Ongoing throughout the year).  
To describe what they see, hear and feel whilst outside.  
To understand the effect of changing seasons on the natural world around us.  
-I can explore our forest school area and outdoor areas.  
I am curious about the outside world and can engage with touching, smelling and hearing elements of the natural world.  
-I care for the natural world around me.  
-I can observe and interact with natural processes.

## Opportunities

Forest School - Autumn 2  
Environment walks, Nature hunts.  
Explore Autumn vegetables - pumpkins, squashes, gourds.  
Explore decay over time .  
Bug hunting.

## Vocabulary

Autumn, seasons, leaves, conkers, decay, changing colours, pinecones, weather, hibernate, look, explore, texture, feel, smell.  
Winter, ice, frost, cold, freeze, melt

## Knowledge and skills- Culture and Communities

To talk about members of their immediate family and community.  
To name and describe people who are familiar to them.  
To recognise that people have different beliefs and celebrate special times in different ways.  
-I can talk about my family and people who are special to me.  
-I can understand that there are many different types of families.  
-I can talk about people from my local community and talk about my own experiences outside of school.  
-I can engage with a range of religious and cultural celebrations throughout the school year.  
-I can build a bank of new vocabulary to describe my life and the life of others.

## Opportunities

Transition booklets - pictures of family.  
Home work - family tree  
Celebrations of festivals in Autumn term  
Eid, Diwali, Christmas  
Perform the nativity  
Diwali workshop

## Vocabulary

Family, friends, community, traditions, siblings.  
Festival, tradition, religion, Eid, Diwali, Christmas, Christianity, Sikhism, Islam.





# Reception

# Understanding of the World Spring Term



## Knowledge and skills- Culture and Communities

To understand that some places are special to members of the community.

- I can name and explain the purpose of places of worship and places of local importance to the community and to the children.
- I can talk about special celebrations and their links to different religious groups.

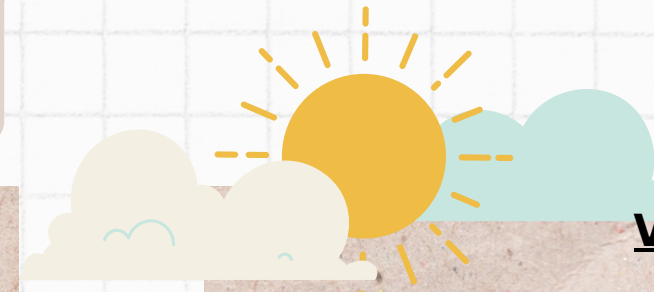


## Opportunities

- Visit to the church, linked to the Easter.
- Inviting in parents to talk about differing cultures and places of worship.
- Spring term home work task.
- Key celebrations this term:  
Chinese new year, Holi, Easter.

## Vocabulary.

Religion , culture, ethnicity, community, traditions, food, clothing, music, Celebrate. Church, Mosque, Gurdwara , Christianity, Islam, Sikhism.



## Knowledge and skills- Past and Present

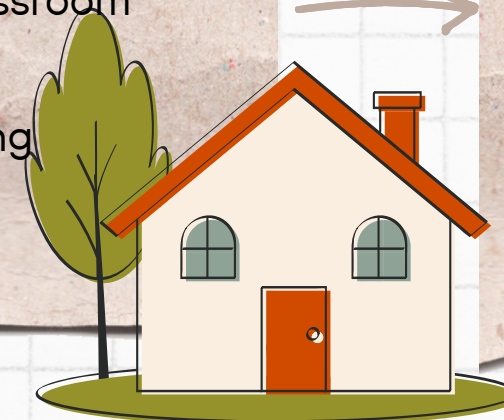
- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories including figures from the past.
- I can talk about similarities and differences of houses now and houses in the past.
- I can talk about what i do at home and explore how this may have been different in the past.

## Opportunities

- Books linked to the past
- Images of homes through time.
- Creating a timeline within the classroom
- Artefacts.
- Junk modelling link to EAD creating homes and shelters.

## Vocabulary.

Change, invent, adapt, create, similar, different, compare, contrast. past, present, future, timeline, artefacts, history. Celts, Vikings, Tudors, Victorians, Celtic roundhouse, Viking longhouse, Tudor house, Modern day house.





# Reception

# Understanding of the World Summer Term



## Knowledge and skills- Culture and Communities

To draw information from a simple map.  
To recognise some environments that are different from the one in which they live.  
To know that there are different countries in the world and talk about the differences they have.  
-I can explore a range of habitats.  
-I understand that there are similar and contrasting countries in the world.  
-I can name specific features of the world.



## Opportunities

Visit to the safari park- focus around habitats.  
Images, video clips and shared texts around different countries and habitats.  
Non- fiction and fiction texts exploring culture and community.  
Local walks .  
Martha maps it out book . Links to math's

## Vocabulary

Map, road, village, town, city, buildings, roads, environments, settings. Aerial view, label , draw, place. Compare, Contrast.  
Country , continent, ocean, land.  
Travel and transport, plane, train, bike, bus, airplane, car, taxi.

## Knowledge and skills- The Natural World

To explore the natural world around them.  
To understand the effect of changing seasons on the natural world around them.  
I can talk about the changing seasons , winter into Spring , Spring into Summer, Summer into Autumn.  
-I use my senses in hands on experiences.  
-I can care for the natural world around me.  
-I can draw pictures of animals and plants.

## Opportunities

Forest School , Weather tracking, observations of animals and habitats,  
Science exploration - freezing and melting, sounds causing vibrations, light travelling, shadows, sinking and floating, magnets attracting objects.  
Safari park visit.

## Vocabulary

Seasons , Autumn, Winter, Spring, Summer,  
Weather, rain, storm, sunshine, wind, sleet, snow, frost, ice.  
Animals , habitats, woodland, ocean, jungle, dessert,, rainforest, reef, pond, grassland, wetland, river. plants, wildlife.  
Burrow, den, nest, cave, coral, hive



# Reception End Point

# Understanding of the World Early Learning Goal



## Past and Present

Children at the expected level of development will:  
Talk about the lives of the people around them and their roles in society;  
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  
Understand the past through settings, characters and events encountered in books read in class and storytelling;



## Culture and Communities

Children at the expected level of development will:  
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;  
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  
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 maps



## The Natural World

Children at the expected level of development will:  
Explore the natural world around them, making observations and drawing pictures of animals and plants;  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter