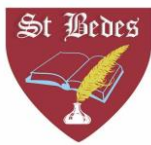


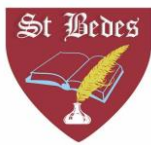
**Reception – Understanding the World**

	Autumn			Spring			Summer		
	Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1		Summer 2
Topic	Who am I and where do I live?		Let's celebrate!	Around the World		Watch me grow!	A journey through time...		We're all going on a Summer holiday!
	Core Content								
	Past and Present	People, Cultures and Communities	The Natural World	Past and Present	People, Cultures and Communities	The Natural World	Past and Present	People, Cultures and Communities	The Natural World
Early Learning Goal	Talk about the lives of the people around them and their roles in society.	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.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Know some similarities and differences between things in the past and now, drawing on their experiences.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	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.	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.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## Reception – Understanding the World

<b>End Points</b>	<ul style="list-style-type: none"><li>• To name and describe members of their family.</li><li>• To name members of the community and describe their roles (Priest, Rabbi, Police Officer, Firefighter, Headteacher, Teacher, Caretaker) .</li><li>• To name the school (St Bede’s) plus the road (Kingsway), and the town (Darlington) the school is located in.</li><li>• To talk about features of the school environment (lunch hall, playground, office etc)</li><li>• To describe where they live and the surrounding area – shops, roads, parks etc.</li><li>• To know why there is a need for shops, schools, churches.</li><li>• To comment on aerial views of the school, identifying some features.</li><li>• To understand that some places are special to members of their community (St Thomas’ Church, synagogue, Hopetown).</li><li>• To draw simple maps.</li><li>• To name and explain the purpose of places of worship and places of local importance to the community to children (St Thomas’ Church, Hopetown, Synagogue).</li><li>• To recognise that people have different beliefs and celebrate special times in different ways (Hannukah, Diwali, Christmas).</li><li>• To describe what they see, hear and feel when outside.</li><li>• To name signs of Autumn.</li><li>• Comment on images of familiar situations in the past (John Dobbin painting)</li><li>• Experience a visit to the synagogue.</li><li>• To identify some things are man made and some things are natural.</li><li>• To observe and interact with natural processes (magnetism, light travelling through transparent material).</li></ul>	<ul style="list-style-type: none"><li>• To name members of the community and describe their roles (farmer).</li><li>• Understand there are different places on the globe (land and water).</li><li>• Identify some of the 7 continents.</li><li>• To draw information from a simple map.</li><li>• To recognise some environments that are different from the one in which they live.</li><li>• To recognise some similarities and differences between life in this country and life in other countries.</li><li>• Use relevant, specific vocabulary to describe contrasting locations.</li><li>• To learn how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</li><li>• To explore the natural world around them.</li><li>• To describe what they see, hear and feel when outside.</li><li>• To identify signs of Winter and, later, Spring.</li><li>• To identify and names how we care for the natural world around us.</li><li>• To sing songs and join in with rhymes and poems about the natural world.</li><li>• To draw pictures of the natural world, including animals and plants.</li><li>• To observe and interact with natural processes (freezing and melting).</li><li>• To name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.</li><li>• To understand the effect of changing seasons on the natural world around them.</li></ul>	<ul style="list-style-type: none"><li>• Begin to organise events using basic chronology, recognising that things happened before they were born.</li><li>• To begin to understand some things happened very long ago (dinosaurs) and some things happened more recently.</li><li>• Using pictures, stories, artefacts and accounts from the past, explain similarities and differences between holidays in the past and holidays now.</li><li>• To explore a significant individual from the past (Mary Anning).</li><li>• To identify different forms of transport from then and now.</li><li>• To talk about experiences that are familiar to them and how these may have differed in the past.</li><li>• To discuss how we care for the natural world around us (looking after our oceans and seas/plastic pollution).</li><li>• To sing songs and join in with rhymes and poems about the natural world.</li><li>• After close observation, to draw pictures of the natural world, including animals and plants.</li><li>• To observe and interact with natural processes (floating and sinking, water as a force to move objects).</li><li>• To know if an object uses electricity.</li><li>• To understand things are made from different materials.</li><li>• To understand the effect of changing seasons on the natural world around them.</li><li>• To understand some animals eat meat and some animals eat vegetation (carnivores and herbivores).</li><li>• To identify signs of Summer.</li></ul>
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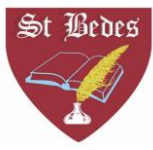


**Reception – Understanding the World**

<b>Vocabulary</b>	<p><b>Who Am I?</b> Emotion (angry, sad, happy, calm, love) Family (different, similar, same) Our body (skeleton, bones, blood, skin, eyes, nose, mouth, lips, hair, fingers, toes) Keeping healthy (diet, balanced, healthy, unhealthy, fruit, vegetables, exercise) <b>Where do I live?</b> Map, Darlington, town, UK, England, Kingsway, school, house, church, museum, street, road, road sign, Autumn, season, transport, railway, train, Stockton, Locomotion Number 1, past, present, steam, boil, water, man made, natural, magnet ,magnetic. <b>Celebrations</b> Celebrate, religion, Christian, worship, baptism, church, synagogue, Torah, Judaism, Hannukah, Diwali, Hinduism, Christmas, light, transparent, opaque. <b>Celebrating people who help us</b> Community, job, profession,help, support, Priest, Rabbi, Police Officer, Firefighter, Headteacher, Teacher, Caretaker.</p>	<p><b>Around the World</b> Season, weather, UK, world, map, globe, sea, land, ocean, continent, Antarctica, Africa, South America, North America, Asia, Europe, Australia, hot, cold, desert, snow, ice, poles, habitat, Spring, Autumn, Winter, rain, wind, sun,water, snow, ice, same, different, similar, forest, safari, jungle, polar regions, melt, freeze. <b>Watch me grow</b> Baby, child, teenager, adult, body parts (revise from Autumn term), grow, farm, farmer, habitat, humans, living thing, sun, water, similar, same, different, ground, soil, seeds, bulb, life cycle, environment, fish, animal, bird, reptile, amphibians, recycle, pollution.</p>	<p><b>A jouney through time...</b> Past, present, then, now, baby, child, teenager, adult, remember, memory, history, time, dinosaur (naming some examples), carnivore, herbivore, recent, long ago, extinct, timeline, fossil, Mary Anning, Victorian, electricity, battery.  <b>We're all going on a summer holiday</b> Season, Autumn, Winter, Spring, Summer, holiday, ocean, sea, seaside, beach, sand, past, present, transport (naming various types including train, car, lorry, aeroplane, bike), material, wood, metal, plastic, rock, rough, smooth, hard, soft, pollution, environment, float, sink, force.</p>
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**Preparation for Year 1:**

Science	Geography	History
<ul style="list-style-type: none"> <li>• Use observations to suggest answers to questions.</li> <li>• Make simple predictions about what might happen.</li> <li>• Talk about the results in a simple test.</li> <li>• Find out how plants need water and light to grow.</li> <li>• Observe and talking about plants, animals and natural objects.</li> <li>• Describe seasonal change in plants and animals.</li> <li>• Name a variety of everyday materials – wood, glass, plastic, metal, rock.</li> <li>• Recognise the importance of exercise and healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are many countries around the world.</li> <li>• Describe what life is like in a different country.</li> <li>• Understand there are 7 continents and name some of them.</li> <li>• Understand some countries have different climates/weather.</li> <li>• Develop simple observation skills.</li> <li>• Use and making simple maps and begin to use directional language.</li> <li>• Talk about features of local area in preparation for study.</li> <li>• Name features and places in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the terms ‘past’ and ‘present’.</li> <li>• Recognise some events that happened within their lifetime.</li> <li>• Recognise an event that happened before their lifetime.</li> <li>• Begin to organise events using basic chronology, recognising that things happened before they were born.</li> <li>• Understand there are significant individuals from the past.</li> <li>• Recognise similarities and differences between life in the past and life now.</li> </ul>



**Reception – Understanding the World**

