



Horsley Church of England 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Themes/Interests	Happy to be me (All about Me) Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let’s Play	No Place like Home
Cycle B Themes/Interests	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
Celebrations	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent Christmas	Chinese New Year	Book Week World Book Day Pancake Day Mother’s Day Easter	Pentecost	Father’s Day Sports Day
Cycle A Suggested Texts	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools and children Santa Claus A Christmas Carol	Fidgerty Fish The Rainbow Fish Looking at animals in the Ocean	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

<p>Cycle B Suggested Texts</p>	<p>Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas</p>	<p>Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus</p>	<p>Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic</p>	<p>Pinocchio The Tiny Seed Goldilocks and the Three bears</p>	<p>We're going on a bear hunt Not Now Bernard</p>	<p>The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch</p>
<p>The Reception Year provides the foundation skills that children will build upon in Year one.</p>	<p>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, 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. Everyday materials: 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. Seasonal Changes: observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p>		<p>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 Fieldwork: 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 locational and directional language 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>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 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 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. Significant historical events, people and places in their own locality – Denby Pottery and John Flamsteed.</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of effective teaching and learning	<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. 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. As our children are predominantly white British heritage we take many trips on the service bus to visit local towns such as Derby, Heanor and Belper to support the children in experiencing, celebrating and respecting the diversity of the local area, country and world.</p>					
Religious Education: RE Cycle A = Dimensions cycle B RE Cycle B = Dimensions cycle A	RE Cycle A F2 Which people are special and why? 1.7 What does it meant to belong to a faith community?	RE Cycle A F2 Why do Christians perform nativity plans at Christmas? 1.4 What is the good news Jesus brings? (Gospel)	RE Cycle A F1 Which stories are special and why? 1.5 What makes some places sacred?	RE Cycle A F3 Why do Christians put a cross in an Easter garden? 1.1 What do Christians believe God is like? (God)	RE Cycle A F6 What is special about our world? 1.8 How should we care for others and the world, and why does it matter?	RE Cycle A F1 Why is the word God so important to Christians? 1.3 Who is Jewish and what do they believe?

<p>People, culture and communities.</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. Collective worship each day and Church on a Friday. Children being immersed in festivals and religious celebrations.</p>					
<p>People, culture and communities.</p>	<p>Children respect special things in their own lives.</p>	<p>Children recognise that people have different beliefs</p>	<p>Understand the value of being curious and</p>	<p>Children understand the value of being</p>	<p>Understand that some places are special to members</p>	<p>Children recognise some environments that are different to</p>

<p>Intent Vocabulary Implementation</p>	<p>Special, teddy, photo, people, toy. Children taught about respect, children taught about respecting special things and what this might mean to different people.</p>	<p>and celebrate special times in different ways. Recognise some environments that are different to the one in which they live. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Children taught about respect, children taught about different beliefs and special times for different people.</p>	<p>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. Questions, why, country, community, where I live, story, visitor, celebrations. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>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). Questions, why, country, community, where I live, story, visitor, celebrations, church, Easter. Children taught about respect, children taught about curiosity, asking questions and why we need to learn.</p>	<p>of their community. Special, places of worship, churches, map, park, shops etc. Children taught about respect and how we can respect special places.</p>	<p>the one in which they live. Same, different, similar, features, environment, hot, cold. Children taught about respect and caring for animals and pets.</p>
<p>Past and Present</p>	<p>Talk about members of their immediate family and the relationship to</p>	<p>Use the language of time when talking about past/present events in their own lives and in the</p>	<p>Visually represent their own day on a simple timeline (correspond with 7 days of the week).</p>	<p>Describe images of familiar situations in the past using books. Identify features of growth and change.</p>	<p>Recount an event, orally, pictorial and/or with captions.</p>	<p>Order experiences in relation to themselves and others, including stories. Comment</p>

<p>Intent Vocabulary Implementation</p>	<p>them, name and describe people who are familiar to them. Children know that you can find out information from different sources e.g. internet, books.</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends, information, books, videos, search, internet.</p> <p>Changes, baby, toddler, child, teenager, adult, elderly, ages.</p> <p>Images, pictures, past, present, same, different, grow, change.</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on 'Happy to be me' and their family and friends.</p> <p>Learning about life</p>	<p>lives of others including people they have learnt about through books. Children find out about key historical events and why and how we celebrate today?</p> <p>Remembrance Day, Christmas Day.</p> <p>Last week, yesterday, a long time ago, last year, before I was born.</p> <p>History, past, celebrations, festivals.</p> <p>Discussions around past and present – events such as celebrations, Remembrance Day (war). 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 coastal areas.</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, life cycles of fish.</p> <p>Timeline, day, week, first, last, them, next, days of the week – names.</p> <p>Technology, search, internet, desert, changes, water, ice, seasons.</p> <p>Children learning about the days of the week each morning. Children having a visual timetable. Children completing practical activities</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>Adults modelling using technology. Children having access to the technology to find information.</p> <p>Children exploring images from the past/present through stories. Adults providing activities and inputs based on direction.</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>Event, special, what happened, then, next. Job, help, helpful, community, police, fire service, doctor, dentist.</p> <p>Discussions around events we have had at school such as trips to church, the village hall, police and paramedics visiting school etc. 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>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>First, then, next, after that, finally, story. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same.</p> <p>Adults prompting children to order experiences and stories verbally or in a written method. Children provided with images to compare with past and present.</p> <p>Discussions around past and present.</p>
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	<p>cycles of animals, learning about how we grow and change as people.</p> <p>Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p>		<p>visually representation their week.</p>			
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<p>The Natural World</p> <p>Intent Vocabulary Implementation</p>	<p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, maps of their village/school.</p> <p>Seasonal Changes – Know the name of the current season. Know the order of the four seasons.</p> <p>Maps, mapping, environment, features, classroom</p>	<p>Children use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language.</p>	<p>Describe about how the seasons can affect the natural world and how things grow. Know and describe the seasonal weather.</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 Arctic.</p> <p>Maps, mapping, environment, bee-bot, left, right, under, beside, on top, up, down, same, different, landscape.</p> <p>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.</p> <p>Looking at maps of</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</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</p>	<p>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. Create own maps using grid paper and symbols (x marks the spot treasure maps)</p>
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	<p>map, local area map, signs, logos. Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class. Talking about the weather each day and season on class calendar.</p>	<p>Maps, mapping, environment, Bee-bot, left, right, under, beside, on top. Modelling how to use a Bee-bot and positional language.</p>	<p>the local area and maps of other contrasting country.</p>	<p>humans have five senses. Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. Hygiene, healthy, nonhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works. Modelling how to use a bee-</p>	<p>explain a simple lifecycle, E.g., sunflower.. Draw information from a simple map and identify landmarks of our local area walk. Daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy Plant, stem, leaf, roots, bulb, shoot, seed, maps, mapping, environment, features, landmarks, local area. Identify local landmarks and create maps.</p>	<p>Garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, maps, mapping, environment, features, landmarks, local area. Identifying, observing and exploring the local area – in person, through books, videos etc. Children using the available materials to create their own maps as modelled by the adults in school. Children being shown what Google maps is and its uses.</p>
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				<p>bot and positional language. Children having the Bee-bot grid maps to use.</p> <p>Children being shown what Google maps is and its uses.</p>		
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