



Reception Class: Understanding the World - (As a C of E Primary School we follow Understanding Christianity & Discovery RE Schemes of work)

Intent/ Educational Programme: 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.	
Skills & Knowledge – The Natural World (Science)	
<ul style="list-style-type: none"> • Create opportunities to discuss how we care for the natural world around us. • Offer opportunities to sing songs and join in with rhymes and poems about the natural world. • After close observation, draw pictures of the natural world, including animals and plants. • Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside. • Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific natural features of the world. 	<ul style="list-style-type: none"> • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • Observe and interact with natural processes, such as ice melting, light travelling through transparent material, an object casting a shadow, a magnet attracting an object. • Observe and interact with natural processes, such as a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.
Development Matters	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.
Assessment	<ul style="list-style-type: none"> • Can children talk about and draw what they can see? • Can children describe their environment and comment on contrasting environments from books? • Can children describe what changes in each season?
Vocabulary - Science, experiment, investigation, test, why, senses, world, plants (leaf, stem, root, flower, seeds), animals, humans, materials, see through, light, dark, shadow, push/pull (linked to magnets), natural, change, grow, decay, rot, environment	
The Natural World Children at the expected level of development will:	<ul style="list-style-type: none"> • 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.
Skills & Knowledge – People and Communities / The Natural World (Geography)	
<ul style="list-style-type: none"> • Describe the immediate environment, using new vocabulary where appropriate. • Know the name of the road, and town that school is located in. • Talk about a range of contrasting environments within their local region. • Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. • Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. • Find out about places in the world that contrast with locations they know well. • Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. 	<ul style="list-style-type: none"> • Teach children about a range of contrasting environments within both their local and national region. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • Observe the natural world and how the seasons change, talking about the weather and seasonal features. • Note and record the weather. Use images and texts to share with children about the changing seasons. • Explain 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. • Model the vocabulary needed to name specific features of the world, both natural and made by people.
Development Matters	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.
Assessment	<ul style="list-style-type: none"> • Listen to what children say about what they see. • Using new vocabulary: name specific features of the world, both natural and made by people. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. • Look for children incorporating their understanding of the seasons and weather in their play.
Vocabulary - Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, Polar, Arctic, Antarctica, manmade, natural, environment, global warming,	
People, Culture & Communities Children at the expected level of development will:	<ul style="list-style-type: none"> • 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.



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Skills & Knowledge – Past and Present (History)	
<ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. • Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present. • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. 	<ul style="list-style-type: none"> • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling. • Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. • Listen to what children say about their own experiences with people who are familiar to them.
Development Matters	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Assessment	<ul style="list-style-type: none"> • Listen to what children say about fictional and non-fictional characters from stories from a range of cultures and times. • Begin to develop an understanding of the past and present.
Vocabulary - Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now	
Past and Present Children at the expected level of development will:	<ul style="list-style-type: none"> • 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.
Skills & Knowledge – People, Culture and Communities (As a C of E Primary School we follow Understanding Christianity & Discovery RE Schemes of work)	
<ul style="list-style-type: none"> • Talk about religion from sources of information and use some simple everyday religious terms. • Talk about their community. • Show some awareness of religions. • Listen to what children say about their own experiences with people who are familiar to them. • Begin to talk about their own experiences and feelings. 	<ul style="list-style-type: none"> • Begin to recall parts of religious stories • Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. • Can recognise some symbols of religion both verbal and visual. • Find out about places of worship and places of local importance to the community. • Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.
Development Matters	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
Assessment	<ul style="list-style-type: none"> • Can talk about people that they may have come across within their community, such as vicars, etc. • Can name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible. • Can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.
Vocabulary - Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue	
People, Culture & Communities Children at the expected level of development will:	<ul style="list-style-type: none"> • 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



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Term 1			Term 2		
D.R.E. Religion: Christianity, Judaism Theme: Special People Key question: What makes people special?			U.C. Unit F2 Concept: Incarnation Key question: Why do Christians perform Nativity plays at Christmas?		
Past & Present <ul style="list-style-type: none"> Comment on images of familiar situations in the past through class timeline (CP ongoing each term) Draw out common themes from stories such as (Values) (on going CP each term) 	People, Culture & Communities <ul style="list-style-type: none"> Talk about members of their immediate family and community, using examples from real life and from books. Learning that there are many different families. Draw out common themes from stories such as (Values) (on going each term) Understand that some places are special to members of their community through Beginners Service at church. Recognise that people have different beliefs and celebrate special times in different ways.. 	The Natural World <p>Explore the natural world around them by:</p> <ul style="list-style-type: none"> Providing frequent opportunities for outdoor play and exploration (CP songs, rhymes, poems & stories. Creating opportunities for them to record observations of their changing natural world through drawing of plants & animals) Observing and interacting with natural processes such as a magnet attracting an object through magic construction and CP. Creating opportunities to discuss how we care for the natural world. <p>Describe what they see, hear and feel whilst outside by:</p> <ul style="list-style-type: none"> Including positive interaction with the outside world offering children a chance to take supported risks, appropriate to themselves and the environment they are in. 	Past & Present <ul style="list-style-type: none"> Comment on images of familiar situations in the past through November 5th & Remembrance. Compare and contrast characters from stories, including figures from the past through stories, images, songs and sharing texts. Introduce characters including those from the past using songs, poems, puppets, role play & other story telling methods. 	People, Culture & Communities <ul style="list-style-type: none"> Name and describe people who are familiar to them, including members of the community such as police, fire service, doctors & teachers. Understand that some places are special to members of their community, Harvest, Christmas links to church Recognise that people have different beliefs and celebrate special times in different ways. 	The Natural World <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as light travelling through transparent materials and an object casting a shadow. Describe what they see, hear and feel whilst outside. Encourage focused observation of the natural world, respond things the children have seen including plants and animals (ongoing through CP) Naming and describing some plants and animals that they are likely to see in their environment Draw information from a simple map by exploring immediate environment.
Term 3			Term 4		
D.R.E Religion: Hinduism Theme: Celebrations Key question: How do people celebrate? (Includes Diwali focus in Term 1)			U.C. Unit F3 Concept: Salvation Key question: Why do Christians put a cross in an Easter garden?		
Past & Present	People, Culture & Communities <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	The Natural World <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as ice melting Recognise some environments that are different to the one in which they live: Making comparisons between Polar Regions and their local or nation region. Model the vocab needed to name specific features of the natural world, both natural and man made 	Past & Present	People, Culture & Communities	The Natural World <ul style="list-style-type: none"> Draw information from a simple map by creating maps from imaginary story setting they are familiar with Recognise some environments that are different to the one in which they live comparing a hot place to their local or nation region Recognise some environments that are different to the one in which they live model the vocab needed to name specific features of the natural world, both natural and manmade.



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		<ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries including the contrast between local area and Polar Regions. 			
Term 5 (ELG)			Term 6 (ELG)		
D.R.E. Religion: Christianity, Hinduism, Islam, Sikhism Theme: Stories Key question: What can we learn from stories?			D.R.E. Religion: Christianity, Islam, Judaism Theme: Special Places Key question: What makes places special?		
Past & Present <ul style="list-style-type: none"> 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. 	People, Culture & Communities <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as a boat floating on water. Draw information from a simple map by exploring areal views of the school setting, commenting on what they notice. Explore the natural world around them, making observations & drawing animals & plants. Know some similarities & differences between the natural world around them & contrasting environments, drawing on their experiences & what has been read in class. Understand some important processes & changes in the natural world around them, including the seasons & changing states of matter. 	Past & Present <ul style="list-style-type: none"> 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. 	People, Culture & Communities <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Explore the natural world around them by observing and interacting with natural processes such as a sound causing a vibration. Recognise some similarities and differences between life in this country and life in other countries by describing contrast of locations, people, travel & food. 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.