



Subject : Understanding The World:

- Technology
- The World
- People and Communities

Links to: ICT, History, Geography, RE, Science

Term: Autumn, Spring, Summer

Characteristics of Effective Learning

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

Statements: 3-4

• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception





• 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. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

ELG




Past and Present • 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 and Communities • 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 • 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.

|  Vocabulary The World Technology |  Knowledge Children will know that... |  Understanding Children will understand |  Skills What children will be able to do Activities in FS at OWPS |
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| <p>ICT</p> <p>iPad</p> <p>Laptop</p> <p>Computer</p> <p>Programme: series of coded software instructions to control the operation of a computer or other machine.</p> <p>Click</p> <p>Mouse pad</p> <p>Drag: move (an image or highlighted text) across a computer screen using a tool such as a mouse</p> <p>Save</p> <p>Open</p> | <p>Technology has many uses in our homes, our schools and the wider world.</p> <p>Sound, movement or images can be found through technology.</p> <p>You can use different technology for the same outcome. At times you will only be able to use one resource for the purpose.</p> | <p>That things happen when you perform an action using a piece of technology. Either using iPad, laptop or toys with knobs and pulleys.</p> <p>That you can achieve effects through technology</p> <p>The order of a set of instructions is important if they want something specific to happen</p> <p>Certain equipment is the most suitable to use for a purpose.</p> | <p>Autumn term</p> <ul style="list-style-type: none"> iPads – experiment with during free flow play Phonic games to embed new sounds taught using an iPad or Laptop. Fine motor skills activities to encourage finger development in order to operate equipment. Listening station – use CD independently. A range of resources are available during free flow play to introduce ICT skills such as problem solving, making things move and work, eg; magnets, cause and effect toys. <p>Spring term</p> <ul style="list-style-type: none"> iPads to play memory games as part of Frosty and Frozen topic (find the Arctic animal) Use a Beebot, learn about forwards and backwards, moving onto left and right turns. A range of resources are available during free flow play to embed new skills, such as Beebots laptops during free flow play times. <p>Summer term</p> <ul style="list-style-type: none"> Programme a Beebot independently, use more than one instruction Purple Mash, whole class then independently. Use chrome books to develop skills ready for progression into Year One. A range of resources are available during free flow play to embed new learning and prepare for Year One, for example Chrome books. |



|  Vocabulary The World The World |  Knowledge Children will know that |  Understanding Children will understand |  Skills What children will be able to do Activities in FS at OWPS |
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| <p>Science, Geography, History</p> <p>Same: Identical, not different</p> <p>Different: not the same as another</p> <p>Grow</p> <p>Change</p> <p>Living/alive: Continuing in living or use</p> <p>Elderly: an old or aging person</p> <p>Child: A young human being</p> <p>Toddler: A young child who is just beginning to walk</p> <p>Teenager: a person between 13-19 years old</p> <p>Adult: fully grown or developed</p> <p>Seeds</p> <p>Plant</p> <p>Environment: the surroundings or conditions in which a person, animal, or plant lives or operates.</p> <p>House</p> <p>Flat</p> <p>Bungalow</p> <p>Detached</p> <p>Semi-detached</p> <p>Terraced</p> <p>Mud hut</p> | <p>There are similarities and differences in relation to places, objects, materials and living things.</p> <p>Changes occur when we tend to living things.</p> <p>Environments may vary from one another.</p> <p>As we grow there are changes that occur that are the same for everyone and different for some.</p> <p>There are different terms for describing times throughout our lives.</p> <p>Water can be made into ice.</p> <p>Our houses and homes are built using some materials that are the same and some are different.</p> <p>Where we live is part of our local community.</p> <p>The food we eat enables our bodies to work.</p> <p>We describe young animals by their names.</p> <p>Plants and animals are grown on a farm that some people eat.</p> | <p>How to look closely at objects to find out more.</p> <p>How things change over time.</p> <p>That through discussion they can talk about and find out why things occur and how things change.</p> <p>That our actions can influence the natural world.</p> <p>What we need to do in order to help a seed/bulb/plant to grow.</p> <p>That different objects react to the environment differently, eg; trees throughout the seasons, objects that float and sink.</p> <p>That words are used to describe different stages of development.</p> <p>When water is made into ice it can be melted again and changes back into water as a reversible change.</p> <p>That we live in different types of homes.</p> <p>Different occupations help us and our community.</p> <p>We need to eat a variety of foods.</p> <p>How to identify young animals.</p> <p>That we grow food to eat</p> | <p>Autumn term</p> <ul style="list-style-type: none"> • Ourselves topic links to 'history' where we talk about similarities and differences now and when we were younger. • Investigating with seeds and plants as we learn more about our outdoor area during play. (Science) • Opportunities to look closely at similarities, differences, pattern and change during free flow play activities outside on a daily basis. Eg; feed the birds, plant seeds and bulbs. (Science) • Homes topic helps us to learn about where we live, the houses we live in and how they are similar or different to others. This 'geography' focus links to Handa's Surprise and Anna Hibiscus to find out about different homes and cultures. <p>Spring term</p> <ul style="list-style-type: none"> • Frosty and Frozen topic links to 'science' where we investigate what frozen water is and how ice melts in different ways. • Chicks - live eggs to look closely at changes and growing. (Science) <p>Summer term</p> <ul style="list-style-type: none"> • Farm visit, animal names and their young, where our food comes from. (Geography and Science) • Healthy Living, investigate different types of food, what we can eat a lot of and what food we eat on special occasions. (Science). • Use a range of foods to test as part of floating and sinking experiments. • People who help us, as part of learning about our environment, how to look after, eg; waste, Eco, refuse collectors, etc. (Geography) • Traditional tales, similarities and differences to different places, cultures, eg; Handa's surprise in Autumn term links to Handa's friends, discussing where she lives and similarities/differences. No dinner is a text we use to link to alternative cultural stories. (Geography). |



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|  Vocabulary The World: People and Communities | Knowledge  Children will know that | Understanding  Children will understand | Skills  What children will be able to do Activities in FS at OWPS |
| <p>RE: Celebration: the action of celebrating an important day or event.</p> <p>Harvest: The process of gathering produce</p> <p>Festival: a day or period of celebration, typically for religious reasons.</p> <p>Diwali: Hindu festival with lights, held in the period October to November. It is particularly associated with Lakshmi, the goddess of prosperity, and marks the beginning of the financial year in India.</p> <p>Eid: A muslim festival</p> <p>Ramadam: the ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.</p> <p>Wedding, Christening</p> <p>Christian: A person who follows the Christian faith.</p> <p>Church: The Christian place of worship.</p> <p>Mosque: A Muslim place of worship</p> <p>Kingdom Hall: A Jehovah place for gathering.</p> <p>Christmas: Christian festival celebrating the birth of Jesus Christ.</p> | <p>Children don't always enjoy the same things, and are sensitive to this.</p> <p>Celebrations are enjoyed as part of a family custom</p> <p>We enjoy some celebrations with our families, others we find out about in school.</p> <p>Christians celebrate Christmas.</p> <p>Easter is a Christian celebration.</p> <p>Our families work, their occupation may be part of our 'People who help us' topic.</p> | <p>That there are similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>How Christians celebrate Christmas.</p> <p>How Christians celebrate Easter</p> <p>Many celebrations are enjoyed at different times of the year.</p> <p>That we should treat other peoples thoughts and beliefs with respect, eg; not laughing when others share words and activities they may not have heard before.</p> <p>Certain occupations form part of 'People who help us</p> | <p>Autumn term</p> <ul style="list-style-type: none"> • Ourselves topic – exploring and celebrating similarities and differences between ourselves and others. • Harvest Festival – part of whole school collaboration to donate food to less fortunate. Explain about harvest, farming perspective. Sing harvest songs. • Remembrance Sunday – whole school minute silence, story to learn about event. • Nativity – learning about the Christian story of Christmas. • Christmas and Christmas Eve. Find out how Christians celebrate Christmas and similarities and differences between ourselves and our families. Talk about Christmas Eve celebrations followed by some families. • Diwali – Hindu festival of lights during Autumn term. • Eid – Muslim festival celebrating end of Ramadam <p>As part of the FS curriculum children are encouraged to talk about the celebrations they enjoy with their families. Parents are invited to send in photographs of special events and times in their lives, such as weddings, christenings, hannukah etc.,</p> <p>Spring term</p> <ul style="list-style-type: none"> • Chinese New Year – read the story, re-enact using toys/masks/PE activity • Share hobbies and interests as part of people who help us topic, similarities and differences. • Mothers Day – make cards, discuss why we celebrate Mothers day as part of the Christian family. Be mindful of differences in families, eg; if no Mummy or same sex families. • Holi – Hindu festival of colour. Share stories and childrens' experiences |



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| <p>Jesus Christ: The Son of God,</p> <p>Easter: A Christian Festival</p> <p><i>Range of vocabulary used depending on which festivals are being celebrated.</i></p> <p>Police officer, Firefighter, Nurse, Doctor</p> | | | <ul style="list-style-type: none"> Easter – how and why Christians celebrate Easter <p>As part of the FS curriculum children are encouraged to talk about the celebrations they enjoy with their families. Parents are invited to send in photographs of special events and times in their lives, such as weddings, christenings, etc.,</p> <p>Summer term</p> <ul style="list-style-type: none"> Fathers Day – make a card, share our family experiences, what we enjoy with our Daddies, be mindful of those children who do not have contact with Dad. If relevant make card for a father figure. Vesak – Buddhist festival World Environment Day – link to The World as part of our learning about where we live, how to look after our environment. <p>These activities also form part of the People and Communities part of the curriculum and are adapted to meet the needs of the children in the cohort. For example we may spend more time focussing on Chinese New Year if we have lots of children who celebrate this with their families and less on Buddhism if we do not have any children who are Buddhist.</p> |
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