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| **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.** |

**Reception Curriculum – Understanding the World**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | Welcome to Reception! | Celebrations | Traditional Tales | Where we live | The Rainforest | Castles |
| **Past and Present** | Talk about our families.  Talk about people in our school and their roles. | Talk about a past celebration we have enjoyed sharing with our family.  Talk about what we like to do with our families. | Learn about characters, settings and events in traditional tales. | Talk about people in the community and their roles in society.  Look at some old photographs of the school and village and discuss similarities and differences. |  | Learn about how a castle was used in the past and what it is like now.  Read, re-tell and talk about stories with a castle setting. |
| **People, Cultures and Communities** | Explore our classroom, school and grounds. | Learn about and compare similarities and differences between two different celebrations.  Talk about their own experiences of celebrating. | Create maps for a traditional tale. | Explore and learn about our village.  Talk about life in our village.  Identify key buildings and places and locate them on Google Earth.  Record information on simple maps. | Locate the Amazon Rainforest on Google Earth.  Talk about what life is like in the Rainforest. |  |
| **The Natural World** | Explore our school grounds.  Create drawings/rubbings.  Learn about the seasons (calendars) | Talk about changes in our school grounds, e.g. ice.  Create celebration foods (melting chocolate). | Grow plants linked to traditional tales.  Investigate more changes of state, e.g. making porridge. | Learn about the animals that live in our school grounds.  Visit Stillington Forest Park.  Draw animals that live in our school grounds. | Animal Story visit.  Learn about the animals that live in the Rainforest.  Know some similarities and differences between Stillington and the Amazon Rainforest. |  |