**Frome Valley Reception Long Term Plan**

**Understanding the World**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **General Topic Themes** | **All About Me!** | **Bears, Bears Everywhere!** | **Traditional Tales!** | **People Who Help Us!** | **Amazing Animals!** | **Come Outside!** |
| **Understanding the World****RE and Celebrating Festivals** *Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.*  *They will begin to understand and value the differences of individuals and groups within their own community.* *Children will have the opportunity to develop their emerging moral and cultural awareness.* | 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. |
| * Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.
* Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.
* Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.
* Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.
* Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.
* Monday News enabling children to talk about past events.
 | * Can talk about what they have done with their families during Christmas’ in the past.
* Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.
* Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.
* Bonfire night traditions and Guy Fawkes.
 | * Listening to stories and placing events in chronological order.
* To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.
* Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.
* Materials - properties, building bridges, water proof, absorbant.
* Use the BeeBots.
 | * Introduce children to different occupations and how they use transport to help them in their jobs.
* Use bee-bots on simple maps. Encourage the children to use navigational language.
* Road Safety.
* Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.
* Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.
* Can children talk about their homes and what there is to do near their homes?
* Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.
 | * What can we do here to take care of animals in the jungle?
* Compare animals from a jungle to those on a farm.
* Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.
* Nocturnal Animals.
* Minibeasts - making sense of different environments and habitats.
* Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.
* Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

 * After close observation, draw pictures of the natural world, including animals and plants.
* Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?
 | * Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.
* Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.
* Create opportunities to discuss how we care for the natural world around us.
* Can children make comments on the weather, culture, clothing, housing.
* Change in living things – Changes in the leaves, weather, seasons.
* Explore the world around us and see how it changes as we enter Summer.
* Provide opportunities for children to note and record the weather.
* Forest Schools - Building a ‘Bug Hotel’.

 * Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

 * Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
* Look for children incorporating their understanding of the seasons and weather in their play.
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|  | Harvest Festival | DiwaliChinese New YearBonfire NightChristmasHanukkah | Epiphany Ash Wednesday / Shrove Tuesday  | Holi Palm SundayPassover Easter Start of Ramadan  | Eid | Summer Solstice  |