

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 increase 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 fire fighters. 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.		
		Teaching and Learning opportunities	Early Development steps from the end of nursery through to the autumn and spring terms and Early Learning Goals in summer term are the expected levels of development
	Past and Present	<p>Children take part in activities that focus on past and present and children take part in adult led input and activities over the reception year covering the following-</p> <p>All about me Who is in their family? Creating a family tree knowing who are the oldest and youngest members in their family Knowing what they were, are now and what they will be e.g. baby, toddler, child, teenager, adult, elder Looking at, comparing and describing known places now and in the past e.g. school, church, Looking at old things/artefacts and comparing them to new one asking questions like- What is different? How have they changed? Read familiar stories and nursery rhymes written long ago including traditional tales and picture books- Can we tell they are written long ago? How? Special times for them and their families that happened in the past including birthdays, weddings etc.</p> <p>Continuous provision areas are also enhanced to enable children to explore resources and take part in child led activities.</p>	<ul style="list-style-type: none"> -Beginning to have and understanding of terms such as yesterday, last week and last year -Appreciating that they may have siblings older than them or younger than them -Appreciating that certain artefacts and resources are old and have been used before -Remembering and talking about significant events in their own experiences e.g. birthday -Knowing and understanding that their grandparents are older than their parents -Beginning to be familiar with words and phrases associated with long ago, 'in the past', 'a long time ago.' -Beginning to understand that some familiar stories were set in a time before they were born -Begin to compare and contrast characters in stories about the past -Understanding that people celebrated events like Eid and Christmas before they were born -Using appropriate language to describe the past such as 'in the past.' -Talk about the lives of 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 and what has been read in class and storytelling
	People, culture and communities	<p>Children take part in weekly religious studies session. A different theme is planned for each half term to provoke discussion and questioning using a variety of objects and photographs placed in a little suitcase to enable children to explore. Children are encouraged to use their past experiences to answer questions including-</p> <p>Why is the word God so important to Christians? Why do we celebrate Harvest Festivals? Why do we celebrate Christmas? Why do Christians perform nativity plays at Christmas? Why do Christians put a cross in an Easter garden? How can we respect others?</p> <p>They also focus on the school values and the importance of living these out in school and at home.</p> <p>Children attended church services where they experience community events including Harvest, Christmas and Easter. They develop and understanding that not everyone shares these same celebrations and believes in the same God or any God</p>	<ul style="list-style-type: none"> -Beginning to understand that not all people celebrate the same things as them -Have a greater understanding about why certain events are being celebrated -Recognising that people have different beliefs and celebrate special times in different ways -Recognising and describing special times or events for family or friends e.g. Eid, christening, Christmas -Know some similarities and differences between different religious and cultural communities in their country, drawing in their experiences and what has been read in class -Explain some similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction text

		<p>Children take part in activities focusing on people, culture and communities and children take part in adult led input and activities over the reception year covering the following-</p> <p>Occupations including people who help us Place in our community- parks, shops, cinema, cafes, Transport- Trains, planes and boats Royal Family- different generations, Queens and Kings, where they live, what they do Healthy eating and exercise Comparing animal habitats</p> <p>They also focus on festivals and other cultures including-</p> <p>Harvest, Bonfire, Diwali Remembrance Day, Christmas around the world- Chinese New Year, Easter, cultures linked to class heritage</p> <p>The children also learn about significant people who have made huge contributions to how we live our lives today-</p>	<ul style="list-style-type: none"> -Showing increased interest in the lives of people who are familiar to them -Asking questions about aspects of their familiar world such as the place where they live or the natural world -Drawing information from a simple map -Recognising some similarities and differences between life in the country and life in other countries -Starting to show an interest in different occupations and different ways of life -Exploring the natural world around them -Recognising some environments that are different to the one in which they live -Understanding the effect of changing seasons on the natural world around them-- -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps -Explain some similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps -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
	The Natural World	<p>Investigation session each week where children get to observe using their senses, ask questions and explore the world around them with a focus on the following areas.</p> <p>Taking care of my body - oral hygiene, personal hygiene (hand washing, toileting, PANTS rule, road safety Four seasons- senses, animals, clothes, food, plants, things to do Growing- bulbs, seeds, cuttings</p> <p>The curiosity cube in continuous provision is there to spark awe and wonder in the children linked to the themes above. It contains different objects and is used for discussions about the world around them. The children are encouraged to record responses on talking tin lids or speech bubbles.</p> <p>The children go to Forest School for a series of sessions across the Spring Term. The Forest School leaders plan sessions which are child led and build on the statements for The Natural World.</p> <p>-explore the schools outside environment across the seasons identifying changes -investigate the weather and sounds to enhance their learning visually, orally and sensually -listening carefully to instructions and following them -persevering through open ended tasks and developing a growth mind-set -communicate with others explain what they are doing, how they have done something or why they have done something -describing the environment using their senses -self initiate their own learning, including using sticks as tools and objects to role play with -take safe risks in a familiar environment, for example when climbing trees, when sitting by the fire pit -use tools to cut, shape and join natural materials together to create learning sticks, dens, shelters etc -working within a team to solve problems and work together -develop respect for the environment learning about the living things that habit our school grounds</p>	<ul style="list-style-type: none"> -Talking about some of the things they have observed such as plants, animals, natural and found objects -Having greater awareness of seasonal change -Asking questions about aspects of their familiar world such as the place they live or the natural world -Asking questions about some of the things they have observed such as plants and animals -Talking about why things happen and how things work -Understanding more about growth, decay and changes over time -Identifying features of living things, such as animals with legs and those with wings -Exploring the natural world around them -Describing what they see, hear and feel whilst outside -Recognising some environments that are different to the one in which they live -Understanding the effect of changing seasons in the natural world around them -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