



Understanding the World F1 - Long Term Plan

The Reception expectations in UTW Where are children going?

- 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 around them, including the seasons and changing states of matter

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Development of Past and Present</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,</p> <p>Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'.</p> <p>Past, before, events, now, then, before, next.</p> <p>Adults modelling these terms correctly and rephrasing children's words, so they are using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</p>	<p>Children understanding the terms 'old' and 'new' and recognising old and new objects e.g., cars, shops, photos.</p> <p>New, old, past, present, now, different, same, rusty, black and white, modern.</p> <p>Children looking at photos and objects or books/stories from the past. Mystery object bag: what is it? How is it used? Is it old or new?</p>	<p>Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and grandparents about their lives in the past. (Home activity)</p>	<p>Children commenting on their own past experiences.</p> <p>Children showing curiosity about people/objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Children introduced to the basic concepts of time (past, present, future). Discuss what children did yesterday and what they will do today and tomorrow linked to daily routines and timeline.</p> <p>Children looking at photos, objects or stories from the past (Little people, big dreams.)</p>	<p>Children beginning to understand and recognise changes over time including their personal history.</p> <p>Sequence, now, then, baby, child, grow, past, present, Summer.</p> <p>Children bring in and share their baby photos and talk about how they have changed.</p> <p>Forest school link: Observe and discuss seasonal changes.</p> <p>Photo comparison: local area studies/people who help us.</p>
<p>Development of People, Culture and Communities</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children talking about their families. Children talking about who is special to them and why. Children naming their family members.</p> <p>Family, family names, special.</p> <p>Adults prompting children to talk about their families and homes. Adults asking children at drop off and pick up times who it was/will be today.</p>	<p>Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes.</p> <p>Children talking about the celebration of Christmas.</p> <p>Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas.</p>	<p>Children know and can talk about the similarities and differences between celebrations and celebrations in other countries e.g. Christmas and CNY.</p> <p>Same, different, celebrate, Chinese new year, Christmas.</p> <p>Adults promoting the celebration of a range of festivals around the world.</p>	<p>Children speaking positively about differences between people and ways of life.</p> <p>Children showing an interest in people with a range of occupations.</p> <p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p> <p>Children having visits from a range of occupations and</p>	<p>Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.</p> <p>Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.</p> <p>Adults introducing the idea of British Values through</p>	<p>Children recognising familiar signs, shops and places in their environment and local environment. Children using the correct vocabulary to name different features of their community (high street/Sherwood forest).</p> <p>Children know there are other countries than England and that they look different to ours.</p>

		Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at nursery including Christmas.		reading stories on a range of occupations too, children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too.	activities, discussions and stories. Children discussing patience and tolerance and adults supporting children to be tolerant and patient.	Names of the features in the environment, countries, same, different, hot, cold. Children exploring the local environment, drawing maps, creating small worlds versions of their local area, recalling special places. Children learning about other countries around the world and comparing them to the country we live in.
<p>Development of the Natural world</p> <p>Intent</p> <p>Vocabulary</p> <p>Implementation</p>	<p>Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.</p> <p>Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.</p> <p>Adults modelling respect and care and encouraging children to do this too, Adults talking to children about their home environment and school environment, adults setting up activities for children to explore.</p>	<p>Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore.</p> <p>Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, books on the body, discussions on the world, adults basing activities on children's interests.</p>	<p>Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.</p> <p>Respect, care, look after, materials, man-made, natural, nature.</p> <p>Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions.</p>	<p>Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time.</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring.</p> <p>Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, spring based stories, activities, looking at lambs, chicks, tadpoles,</p>	<p>Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.</p> <p>Seeds, soil, water, care, look after, grow,</p> <p>Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown.</p>	<p>Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why</p> <p>Stories, discussions and activities based on the weather and seasons, Adults setting up activities where 'changes' and 'processes' are involved such as ice melting or colour changing experiments.</p>