Understanding the World Medium Term Planning

Reception

EYFS Curriculum Guidance Development Matters (Reception)
The Natural World, Investigation & Exploration • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live • Understand the effect of changing seasons on the natural world around them **People Culture & Communities** • 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 • Talk about members of their immediate family and community • Name and describe people who are familiar to them **Past & Present** • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past **Communication and Language** • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in storytimes • Listen to and talk about stories to build familiarity and understanding • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Autumn

Statements in blue are taught in Science lessons, other statements are covered through continuous provision.

Topics	Length
The Great Outdoors & Knowing Yourself	12 weeks

Small Steps
The Natural World, Investigation and Exploration • To know that information can be found on the internet as well as nonfiction books. • Say the names of the seasons • Put the seasons in the correct order • Describe some of the things that happen in each season • Name different types of weather • Explain how to keep myself dry • Predict what the weather will be like in different places **People Culture and Communities** • Talk about members of their family and community. • Talk about different cultures and describe and begin to understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. Christmas, Diwali, Chanukah • **Past and Present** • Use language associated with time – today, tomorrow, yesterday, week, month, year • Talk about the changing seasons, looking back at summer • Look at pictures of our grandparents when they were young and describe the differences • Look at photos from past birthdays, Christmas, Eid etc • Compare ways of celebrating festivals in the past and how we celebrate now

Communication and Language Small Steps
• Articulate their ideas and thoughts in well-formed sentences. • Start a conversation with an adult or a friend and continue it for many turns. • To begin to be able to take part in small group discussions using new vocabulary. • To be able to sit, listen and respond appropriately for a period of time appropriate for their age. • To become more confident in using tenses in the correct context.

Weekly Focus											
1	2	3	4	5	6	7	8	9	10	11	12
Where the Wild Things Are by Maurice Sendak			Anansi by Gerald McDermott			Look up! By Nathan Bryon And Dapo Adeola			Halibut Jackson by David Lucas		

Spring

Statements in blue are taught in Science lessons, other statements are covered through continuous provision.

Topics	Length
Talents and Powers & Sowing a Seed	12 weeks

Small Steps

The Natural World, Investigation and Exploration

- Recognise some environments that are different that they live through quality texts, nonfiction books and looking at a world map.
- Name a number of materials
- Describe the properties of materials
- Suggest a material for a particular use
- Identify materials that can be stretched
- Notice that some materials that are stretched go back to their original shape
- Describe some of the properties of metals
- Tell the difference between a plant and an animal
- Name some parts of a plant
- Describe what a plant needs to grow
- Name some parts of plants
- Sort various leaves by their shape
- Say that a tree is a type of plant
- Say what a push and a pull are when looking at magnets
- Identify that only certain metals are attracted to a magnet
- Say that non-metals are not attracted to magnets
- Say that when I changed the shape of a paper plane, it changed the distance it flew
- Make suggestions for a suitable material to make a boat

People Culture and Communities

- Observe and talk about the features of our school and local environment.
- Children to be able to identify familiar landmarks within our school grounds and immediate locality
- To learn about spring festivals and talk about the different ways these are celebrated. Chinese New Year, Easter
- Look at countries on the world map
- Visit to China Town to look at the decorations and buy ingredients for cooking.

Past and Present

- Understand and speak about events in past, present, future.
- Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read in class.
- Find out some information about China as it was in the story of the Magic Paintbrush
- Talk about the changes over time to plants as they grow.

Communication and Language
Small Steps

- To be able to sit, listen and respond appropriately for a period of time appropriate for their age.

- To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have heard.
- To be able to take part in small group discussions using new vocabulary.
- To retell familiar stories using their own words or phrases from the book

Weekly Focus Text											
1	2	3	4	5	6	7	8	9	10	11	12
Magic Paintbrush by Julia Donaldson and Joel Stewart			Little Red by Lynn Roberts and David Roberts			The Tiny Seed by Eric Carle			I Will Not Ever Eat A Tomato by Lauren Child		

Summer

Statements in blue are taught in Science lessons, other statements are covered through continuous provision.

Topics	Length
Strength of Mind & Family & Friends	12 weeks

Small Steps

The Natural World, Investigation and Exploration

- Talk about the cycle of the seasons using prior knowledge when exploring summer.
- Investigate light and dark and experiment with shadows, explaining findings and talking about changes.
- Explore the natural world around them supported by quality nonfiction texts, exploring different animal habitats.
- Say separate living things from non-living
- Name some animals
- Say what an animal eats
- Say the names of some dinosaurs
- Say what some dinosaurs ate
- Describe how we know dinosaurs existed
- Explain why dinosaurs no longer exist
- Say what a habitat is
- Give some examples of habitats
- Identify some of the living things in a particular habitat
- Say that all living things need food and water to stay alive
- Say that animals get their food in different ways
- Give examples of habitats and the living creatures that live there
- Identify a substance as a solid, a liquid or a gas
- Say that bubbles are signs of a gas being made
- Say that liquids are runny
- Say that different liquids behave differently
- Say that substances can be changed
- Identify some ways in which substances can be changed

- Describe some of the features of substances

People Culture and Communities

- Recognise similarities and differences of life in this country and others through stories and festivals relating children's own cultures within our diverse class.
- Children to draw a simple map of EYFS outdoor area.
- Talk about the lives of people around them and their roles in society.

Past and Present

- Order a sequence of up to 5 events
- To look back at their journey in Reception using the learning journey wall
- Talk about their goals for year 1

Communication and Language
Small Steps

- To be able to talk about fiction and non-fiction books using new knowledge and vocabulary.
- Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate.
- Express themselves using full sentences, including use of past, present and future tenses.
- To be able to use conjunctions, with some modelling and support from the teacher.
- To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions.
- Make comments about what they have heard and ask questions to clarify understanding.

Weekly Focus											
1	2	3	4	5	6	7	8	9	10	11	12
Willy the Wimp by Anthony Browne			The Night Pirates by Pete Harris and Deborah Allwright			So Much by Trish Cooke and Helen Oxenbury			Oi! Frog by Kes Gray and Jim Field		