



Linked to:

Understanding the World; The Natural World

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
<p><b>Session A</b> My body has many different parts.</p> <p><b>Vocabulary</b> Head, shoulders, arms, knees, hands, feet, ankles, wrists, elbows, knuckles, fingers, fingernails, ears, eyes, nose, scientists.</p>	<p><b>Teacher-led input:</b> Introduce and orally rehearse vocabulary for key body parts; head, shoulders, arms, hands, knees, feet. Go further and identify knees, ankles, wrists, knuckles and elbows. Sing Heads, shoulders, knees and toes together. Discuss what our body parts are used for. Explain our bodies help us to sense things around us, we can hear sounds, see things, feel things, smell things. Read some non-fiction books about the human body and explain to children that scientists have studied (looked closely) at bodies to learn about them. Scientists know lots about our bodies and how they work, but they still have lots to learn. Some parts of our bodies we can see, but some are inside, and we can't see them. Our brains are tucked safely inside our hard skulls, and we use them for all our thinking and learning.</p> <p><b>Teacher-led activity:</b> Using a mirror, ask children to look closely at their faces. Discuss what they notice. Using a magnifying glass, ask children to look closely at their hands. Discuss fingernails, knuckles, fingerprints. Make a hand print in some playdough- what do we notice? Count our fingers. What can our hands do? Show children all the different things our hands can do with the playdough; squeeze, roll, chop, stretch etc.</p>	<p>Children identify main body parts.</p> <p>Children begin to identify additional body parts and their functions e.g. wrists, knuckles etc.</p>
<p><b>Session B</b> My body can do amazing things.</p> <p><b>Vocabulary</b> Bones, muscles, skin, brains, skulls, sensory, physical, impairment, deaf, blind.</p>	<p><b>Teacher-led input:</b> Explain that all the parts of our body work together to do amazing things. Our bones, our muscles, our skin, our brain, all help us to move, think and play! We can be still and quiet, slow and gentle, or we can be noisy, fast and jump around! Some people learn to dance, play instruments, play sports, climb mountains, sail ships, even fly space rockets! Show some images of different things our bodies can do. Sometimes people have a physical or sensory impairment, this means a part of their body works differently and it can mean their bodies move or behave in a different way. Read Dan and Diesel by Charlotte Hudson and discuss how Diesel helps Dan.</p> <p><b>Teacher-led activity:</b> Look at some images of X-rays. Explain that doctors use special machines that can take pictures of our bones, this is helpful if we hurt ourselves as the doctor can see where the problem is. Discuss any experiences children have of X-rays. Tell children that inside our bodies, our bones help our bodies to move around, without them we'd be like a pile of jelly! Make a skeleton from a cut out of a human with cotton buds as bones.</p>	<p>Children can talk about all the different things our bodies can do e.g. different ways we can move.</p> <p>Children know we have bones inside our bodies that help us to move.</p>
<p><b>Adult led activity</b></p>	<p>In an outside area, think about all the different ways our bodies can move; run, jump, skip, hop, crawl etc. How can we move slowly? How can we move quietly? Take some digital photos of the children moving in different ways to add to working wall.</p>	<p>Children can show different ways our bodies can move.</p>
<p><b>Texts</b></p>	<p>Dan and Diesel by Charlotte Hudson (Sensory impairment- main character is blind)</p>	<p>Children see characters with physical impairment in texts</p>
<p><b>Additional Provision</b></p>	<p>Outside area; bikes tricycles and other gross motor activities, eye colour tally chart, recording sounds we can make with our bodies using sound buttons (clapping, singing, stomping feet etc), Simon Says, draw around our friends on big pieces of paper and draw different body parts, exploring braille (examples can be found on empty medicine boxes), magazine faces collaged from cut outs.</p>	<p>Children explore and apply their knowledge in a range of contexts.</p>



Linked to:

Understanding the World; Past and Present

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
<p><b>Session A</b> Humans change over time.</p> <p><b>Vocabulary</b> baby, toddler, young child, older child, teenager, adult, elderly person, past, present, future.</p>	<p><i>Teach this content with sensitivity to the many different family situations children may be living in. Adapt as necessary.</i></p> <p><b>Teacher-led input:</b> Recall previous learning, ask children to name various parts of their bodies including knuckles, ankles, wrists, play 'Simon says'. Share some baby photos from the children, or share your own, or some from a story the children are familiar with. Talk about the things babies do, drawing on experiences children have had with family members. Explain that we have many different stages of our lives as we grow and change. We have done a lot of learning already and we are only four or five! We learned to crawl, then walk, we learned to talk. Now we can run and sing! We are in Reception, as we grow we will move through the school, into Year One and beyond. After we finish this school, we will go to secondary school, maybe then college or university. When we are adults, we might have a job, drive a car, we might live in a different place.</p> <p><b>Teacher-led activity:</b> When I grow up... Talk with the children about what they might like to do when they are an adult, jobs, places they might go etc. Show lots of images of different people in different professions, naming them as you explain what they do. Draw a picture, or create a collage of images and scribe for the children to record what they'd like to be when they grow up.</p>	<p>Children are beginning to recognize different growth stages within the life cycle of a human.</p> <p>Children are beginning to imagine what they might do when they are an adult.</p> <p>Children are beginning to recognize the past, present and the future.</p>
<p><b>Session B</b> Families grow and change over time.</p> <p><b>Vocabulary</b> Mother, mum, father, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, stepmother (mum), step father (dad), step brother, step sister.</p>	<p><b>Teacher-led input:</b> Recall previous learning; can anyone tell me how we have changed since we were born? What can we do now that we couldn't in the past? Tell children we are learning about families. Explain that families are people who are connected or joined to each other. Families sometimes live together, but sometimes they don't. Sometimes people are connected, or joined, by marriage, by birth, by adoption, or just because they love each other. Discuss who is in our families. Read Bug Club Shared text, Hari's Box by Juliet Bell. Discuss how Hari's family changed over time from the past to the present.</p> <p><b>Teacher-led activity:</b> Who is in my family? Using photos from home if possible, talk about the children's families. Talk about siblings, family who live elsewhere etc. Emphasise who is older, who is younger. Who is the oldest in our families? Model how to draw, paint, or create a picture to show our families. Alternatively, children could make playdough people, or use small world toys to create their family.</p>	<p>Children can talk about their families and the people who care for them.</p> <p>Children recognize some people are at different ages and stages in their life.</p> <p>Children are beginning to understand chronology and the passing of time.</p>
<p><b>Adult led activity</b></p>	<p>Create a special box to store pictures in for the class to open at the end of reception to remember all the things they've done together. Take some photos of the children playing together to store in the box.</p>	<p>Children begin to think about the past, present and future.</p>
<p><b>Texts</b></p>	<p>Hari's Box by Juliet Bell, Love Makes a Family by Sophie Beer</p>	
<p><b>Additional Provision</b></p>	<p>Small world in tuff tray, baby dolls in home corner with bottles, blankets, nappies etc, tape measures and scales to weigh and measure baby dolls. Tape measures to measure leg length etc. Drawing a family tree with faces.</p>	



Linked to:

Understanding the World; people culture and communities

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
<p><b>Session A</b> <i>I know where my school is.</i></p> <p><b>Vocabulary</b> <i>Inset locally relevant vocabulary in addition to; playground, dinner hall, classrooms, school gate etc.</i></p>	<p><b>Teacher-led input:</b> Show children some photos of the local area. Ask if they recognize any of the places, do they know the names of some of the places? Tell children where our school is located, the name of the road, the village/town/city etc. Show them the address written down. If possible, have some aerial photographs of the school to show pupils. Explain that these photos were taken from above. Show children a map of the local area, explain a map is like a picture that shows us where places are located. Model how to use the map to identify places that are familiar to the children. Explain that we can use a compass to describe different directions; show four-point compass. Children will repeat this later in the curriculum.</p> <p><b>Teacher-led activity:</b> Read <i>Here we Are</i> by Oliver Jeffers. Explain that in our school, we will learn lots about the world we live in. If possible, go for a walk around the school grounds. Use a compass to show children directions. Take digital photos. Talk about what children can see, what is near to their classroom, what is further away. Locate key places they will need to know, e.g. dinner hall, playground etc. Draw a map of the school together, thinking about what is located around the classroom, where the playground is etc.</p>	<p>Children will know the name of their school and the name of the place where it is located.</p> <p>Children will become familiar with their school grounds.</p>
<p><b>Session B</b> <i>I know where I live.</i></p> <p><b>Vocabulary</b> <i>Inset locally relevant vocabulary in addition to; near, next to, further, far, past, over, alongside, transport.</i></p>	<p><b>Teacher-led input:</b> Look again at some photos of the local area. Look again at the address of the school. Remind children the name of the road, the town the school is located in etc. Talk about how we travel to school, who walks, who comes in a car, who takes other transport. Show images of places children may pass on their way to school.</p> <p><b>Teacher-led activity:</b> Explain that we are going to make a map showing our route to school. (This map will be more like a drawing at this stage, the activity will help children to think about what a map shows) Model how we think about the places we pass on our journey to school, adding each one to the paper. Add details such as buildings, roads, shops, and extra details such as bus stops etc where relevant. Whilst drawing the 'map', model how to use positional vocabulary such as next to, past, over, further away etc.</p>	<p>Children will describe their journey to school.</p> <p>Children will begin to understand that maps show us where places are located.</p>
<p><b>Adult led activity</b></p>	<p>Compare and contrast where you live with another area of the UK. For example, if your school is in a rural area, look at pictures and maps of a city and vice versa. Look at a coastal area and show children images of what it might be like to live there. Talk about similarities and differences between our local area and the ones seen in the images. Talk about children's experiences of travelling to different places.</p>	<p>Children begin to understand that locations can be different.</p>
<p><b>Texts</b></p>	<p>A map of the local area, <i>Here We Are</i> by Oliver Jeffers</p>	
<p><b>Additional Provision</b></p>	<p>Globes, atlases, maps, compasses, Building their homes/local areas with construction, creating journey sticks, small world city, drawing a chalk road son the playground so children can 'cross the road', chalk paint road onto tuff tray, making homes and houses from junk modelling, drawing animals from different countries, songs from around the world.</p>	



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Understanding the World; people culture and communities

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
<p><b>Session A</b> People in our community help us.</p> <p><b>Vocabulary</b> Community, teachers, doctors, nurses, shop workers, delivery drivers, rubbish collectors and other locally relevant professions.</p>	<p><b>Teacher-led input:</b> Explain that we have been thinking about our families and where we live. Recall where we live, where the school is located etc. Explain that we learned about our families, people who love us. We are now going to learn about our community. Our community is like a big family of people who live in a place. Our school is in our community. Our community work together to make where we live a good place to live. Discuss some key places within the community, e.g. shops, services, local doctors surgery, fire station etc. Refer to local religious communities, talk about their work in the community. Talk about locally relevant charities that help the community.</p> <p><b>Teacher-led activity:</b> If possible have a short recording of a person from the local community talking for the children to listen to, or arrange for a visitor or an online session where children can ask questions. Draw upon links from your class, e.g. parents who work within the local community. Look at some images of people who help us and talk about how they help our community.</p>	<p>Children know that people in our community work together to make it a good place to live.</p> <p>Children can name some people within our community who help us.</p>
<p><b>Session B</b> When there is an emergency, people can help us.</p> <p><b>Vocabulary</b> Emergency, urgent, Fire service, fire engine, paramedic, ambulance, police officer, police car</p>	<p><b>Teacher-led input:</b> Within our community, there are people who help us when we need help very quickly. We call this an emergency. Emergencies don't happen very often, but if a person needs help quickly, the emergency services might be called. Explain that dialling 999 on a phone calls the emergency services. Show children pictures of the fire service, ambulance service and police service Explain what each service does and how they help within our community. Link to children's experience of fire drills in school.</p> <p><b>Teacher-led activity:</b> Read a non-fiction book about people who help us, for example a book from the Busy People series by Lucy George. Discuss what the person does to help their community. Have an activity on the board, or use pictures on the table for children to match the people to their professions e.g. a fire fighter matches with a fire engine. You might want to add extra things, e.g. boots, a ladder, a helmet etc. As children are matching, model using the correct vocabulary.</p>	<p>Children know that emergency services are there when people need urgent help.</p> <p>Children can identify the emergency services.</p>
<p><b>Adult led activity</b></p>	<p>Role play fire service; Using chalks, children can draw flames on the playground or other concrete surface, before using water to wash them away. This also works on a tuff tray. If possible have helmets or lengths of hose for children to play imaginatively.</p>	<p>Children have an opportunity to play imaginatively.</p>
<p><b>Texts</b></p>	<p>Non fiction books about the emergency services</p>	
<p><b>Additional Provision</b></p>	<p>Role play area, tuff tray with emergency service vehicles, junk modelling or other construction emergency service vehicles, make emergency services posters or information leaflets, drawing of who I want to be when I grow up, matching uniform to correct service person.</p>	





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<p><b>Session A</b> There are four seasons; spring, summer, autumn and winter.</p> <p><b>Vocabulary</b> Spring, summer, autumn, winter, temperature, warmer, cooler, sun, rain, snow, wind</p>	<p><b>Teacher-led input:</b> We have been learning about our community, our local area and the people who help us. The place where we live changes throughout the year as the seasons change. We have four seasons; spring, summer, autumn and winter. Show children images from the different seasons of the year. Discuss how the seasons change; how the temperatures change, what grows and when, which animals they might see and where, what clothes they might wear etc. Read <i>Tree</i> by Britta Teckentrup, or another text that shows the seasons. Emphasise that the seasons are a cycle, after winter comes spring. Show children on a globe that the Earth moves around the sun. Explain that the Earth is slightly tilted, so sometimes it is leaning towards the sun, sometimes it is not. When we lean towards the sun, it is warmer. (This can be a very basic explanation, children will learn more about this as they progress through the curriculum).</p> <p><b>Teacher-led activity:</b> Give children some images from different seasons and ask them to sort them. Which images would we group together and why? Encourage children to explain how they have grouped the images, e.g. I put the sunscreen and the paddling pool pictures together because we use both of these things when it is hot in the summer. As children are sorting, reinforce vocabulary that might be new to them, e.g. temperature.</p>	<p>Children begin to recognise our seasons change throughout the year.</p> <p>Children begin to identify specific things that happen and activities we do in each season.</p>
<p><b>Session B</b> During Autumn, some trees lose their leaves.</p> <p><b>Vocabulary</b> Autumn, cooler, darker, deciduous, evergreen, brown, gold, yellow, red, dark, light, dry.</p>	<p><b>Teacher-led input:</b> Recall the four seasons. Look again at the text used in Session A. Look at the tree during Autumn. What do you notice about the tree? Explain to children that some trees, called deciduous trees, lose their leaves during autumn time. Some trees, called evergreen trees, keep their leaves. If you have trees within the school grounds, go for a walk and see if any have started falling to the ground. Help children to identify deciduous and evergreen trees. Name the trees growing in the school grounds. Gather some leaves to use in the activity if possible. Explain that some animals, such as squirrels, might start gathering food for the cold winter ahead. We might see animals burying food to store for the winter. Explain that it gets darker earlier as we move through autumn and into winter.</p> <p><b>Teacher-led activity:</b> Show children some different leaves. Describe them using adventurous vocabulary. Comment on their colour and their properties. Create 'falling leaves' art work, children to draw a tree and add leaves to show it is autumn. They could use real leaves or collage paper.</p>	<p>Children know that some trees lose their leaves in autumn.</p> <p>Children can describe autumn leaves.</p>
<p><b>Adult led activity</b></p>	<p>Go outside and gather leaves that have fallen from the trees. Use magnifying glasses to look closely at the leaves. Talk about their colour and texture. Create a collage or create some leaf rubbings with a crayon and some paper.</p>	<p>Children look closely at leaves and describe them.</p>
<p><b>Texts</b></p>	<p><i>The Tree</i> by Britta Teckentrup, <i>The Squirrels who Squabbled</i> by Rachel Bright and Jim Field, <i>Seasons</i> by Hannah Pang</p>	
<p><b>Additional Provision</b></p>	<p>Snip dry leaves up to make 'eco-confetti' and stick with glue to make a card/picture, conkers in a tuff tray with tweezers to pick them up, Autumn tuff tray set up with magnifying glasses and tweezers etc, creating a weather chart, exploring with a rain gauge, thermometer, creating invitations for Autumn festivals, Make clay diva lamps (Diwali) and create rangoli patterns, favourite colour leaf tally chart, observational drawings of autumn leaves, plants etc.</p>	