



Northampton Primary Academy Trust Reception - 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 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.

EYFS Programme of Study – Statutory Framework for EYFS 2021

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
Past and Present				
<p>Disciplinary Knowledge and concepts to be taught/introduced.</p> <p><i>Teachers should also refer to the NPAT History - Disciplinary Knowledge Progression Document EYFS section.</i></p>	<p>Chronological Understanding</p> <p>Compare and contrast characters from stories including figures from the past. Know some similarities and differences between things in the past and the present day, drawing on their own experiences and what they have learnt in class. Use everyday language related to time. Order and sequence familiar events Talk about past and present events in their own lives, in the lives of family members and in the lives of others in different communities and traditions.</p> <p>Historical Enquiry</p> <p>Answer how and why questions in response to events and stories. Know that information can be found in books, stories, from people and through IT. Identify similarities and differences. Develop understanding of growth and changes over time Recognise different types of people and beliefs. Identify important people and events.</p> <p>Organisation and Communication</p> <p>Communicate knowledge through; discussion, drawing pictures, drama/role play, making models and writing.</p> <p><i>Begin to develop knowledge of History concepts: change, legacy, community, locality, power and trade (refer to NPAT History concept progression)</i></p>			<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> * Changes within living memory * events beyond living memory that are significant nationally or globally * the lives of significant individuals in the past who have contributed to national and international achievements. * Significant historical events, people and places in their own locality
<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>My family</p> <p>Talk about members of their family and significant others. Family traditions that are passed on. Timeline (for their life and their parent’s life) How they have changed since being a baby Stages in growth from baby to elderly (discussing their own past and how they have changed over time) When I grow up, I want to be...</p> <p>People who look after us and keep us safe.</p> <p>How to keep safe Who can keep us safe?</p> <p>Becoming a responsible member of the community</p> <p>Looking after the school classroom/school environment Recycling, litter</p> <p>Objects from the past</p> <p>Changes over time – toys from the past. Technology from the past. How toys/technology/housing has changed over time.</p> <p>My time in Reception – share information with the new cohort</p>			

	Recognise some of the differences in themselves between September and now - what they have learnt, how they have grown etc.			
Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i>	Past, present, change, recycling, similar, different, family, unique, then, now			
Ongoing throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	Role play reflecting diversity. Bilingual books, books about different occupations, Books set in different times. Small world Artefacts from different generations			
Assessment Checkpoint <i>i.e., what a child on track can do by the end of this term</i>	Talk about their family and people that are close to them. Begin to talk about some similarities between things in the past and now.	Know some differences between things in the past and now. Know that some things happened in the past and begin to sequence. Begin to talk about people in society who are not family members.	Early Learning Goal 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.	

Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
People, Culture and Communities Disciplinary Knowledge and concepts to be taught/introduced. <i>Teachers should also refer to the NPAT RE/Geography - Disciplinary Knowledge Progression Document EYFS section.</i>	<p>Believing</p> <p>Give simple statements about people in their community. Give simple descriptions as to how and where different religions celebrate. Understand that no religion is better than another.</p> <p>Expressing and Thinking</p> <p>Develop a personal response to representations of their own family (photos, drawings, stories). Ask simple questions to help them make sense of the world. Recognise what is right and wrong and how that can make people feel. Disagree respectfully and celebrate difference.</p> <p>Living</p> <p>Talk about members of their families and significant others and how they support them. Begin to find their way around, and notice features of, their school environment. Making comparison between where they live (Northampton, England) to another country (through real-life experiences and stories) To understand how England shares similarities and differences with other countries Begin to develop a personal response to representations of their own and wider communities – showing photos, drawings and stories.</p> <p><i>Begin to develop knowledge of RE concepts: belief, communities, festivals, worship (refer to NPAT RE concept progression)</i></p> <p><i>Begin to develop knowledge of Geography concepts: place, change, scale (refer to NPAT Geography concept progression)</i></p>			<p>In RE children should be taught to:</p> <ul style="list-style-type: none"> * Begin to name the different beliefs and practices of Christianity and at least one other religion * Begin to talk about and find meanings behind different beliefs and practices * To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity * Begin to suggest meanings of some religious and moral stories * Show how different people celebrate aspects of religion * Either ask or respond to questions about what individuals and faith communities do * Pupils are familiar with key words and vocabulary related to Christianity and may be at least one other religion * Express their own ideas creatively <p>In Geography children should be taught to:</p> <ul style="list-style-type: none"> * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. * Develop knowledge about the world, the United Kingdom and their locality. * Understand basic subject-specific vocabulary relating to human and physical geography * Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i> <i>Diwali used as an example – but could be Chinese New Year, Eid, Hanukah etc depending on the cohort.</i> <i>Christmas and Easter to be maintained.</i>	<p>Christmas - lots of us celebrate Christmas but not of all of us – is that ok? Yes! Learn the story of the nativity and why we celebrate Christmas. Explore early symbolism within the provision e.g., a stable role play area, with gifts etc. Celebrate Diwali – cleaning the classroom, putting up lights, having a feast and/or other religious festivals depending on the school context. Invite members of religious community in to share knowledge. Religious stories (reflecting class religions) A pretend wedding/Christening</p> <p>Books related to diversity and inclusion.</p> <p>Investigate heritage of the children – plot where the class is from on a world map. Where we are from – Northampton is our home, but some of our families have come from other places that are important to us. Use Google Earth to look at where we are now, and some of the places that are important to us and our families.</p> <p>Add items into provision from other cultures e.g., Balti pot/woks in home corner. Mothering Sunday Map of the school, journey to school, Northampton Different types of transport and travel</p>			

	Link to finishing Reception year e.g., end of term celebration with family.			
Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i>	religion, faith, belonging, multi-cultural, friendship, kindness, values, traditions, celebration, yearly.			
Ongoing throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	Visitors from different cultures, religions Stories from other countries e.g., traditional tales from Africa or India, Small world and role play Diverse range of stories			
Assessment Checkpoint <i>i.e., what a child on track can do by the end of this term</i>	Notice features of their immediate school environment. Begin to learn that people have different beliefs. Talk about their lives in their locality.	Name and begin to describe features of their immediate school environment. Begin to recognise religious and cultural differences. Begin to notice differences between their lives and those of others particularly in other countries	Early Learning Goal 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.	

Area of Learning The Natural World	Can be taught during any term (school to decide which order to teach in. Life cycles, plants and animals are suggested to teach in the Spring term.)	Link to Year 1 National Curriculum
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<p>Disciplinary Knowledge and concepts to be taught/introduced.</p> <p><i>Teachers should also refer to the NPAT Science - Disciplinary Knowledge Progression Document EYFS section.</i></p>	<p>Ask simple questions. Observe closely using the senses. Use non-standardised objects to take measurements e.g., simple comparisons. Perform simple tests. Use simple scientific language to talk about their ideas. Notice similarities and differences between objects, materials and living things. Use talk and simple drawings to record observations. Talking about their findings using simple science words.</p> <p>Make observations of their local environments e.g., parks, shop, roads, paths, hills, fields, rivers, etc Making comparison between where they live (Northampton, England) to another country. To understand how England shares similarities and differences with other countries Observe changes in weather.</p> <p><i>Begin to develop knowledge of Science concepts: life, matter, Earth and Space (refer to NPAT Science concept progression)</i></p> <p><i>Begin to develop knowledge of Geography concepts: place, change, scale (refer to NPAT Geography concept progression)</i></p>	<p>In science children should be taught to:</p> <ul style="list-style-type: none"> *Observe changes across the 4 seasons *Observe and describe weather associated with the seasons and how day length varies *Distinguish between an object and the material from which it is made *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials *Compare and group together a variety of everyday materials based on their simple physical properties <p>In geography children should be taught to:</p> <ul style="list-style-type: none"> *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. *Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>Living Things Life cycles of animals and plants Ongoing observations of tadpoles or caterpillars Animals Growing plants e.g., beans or sunflowers Observations of plants and animals (naming and describing) A farm visit. Observational drawings Nature walk</p> <p>Materials Looking at and comparing different materials Changes in state/matter e.g., melting ice or chocolate. Noticing what happens to ingredients when you are cooking.</p> <p>Habitats Animals live in different habitats.</p> <p>Seasonal Changes What happens at different times of year? Weather diary</p> <p>Looking after their environment Appreciation of the natural world Pollution and the need to be a responsible citizen.</p>	
<p>Key Vocabulary</p>	<p>Seasons, Spring, Summer, Autumn, Winter, days of the week, months of the year, lifecycle, maps, change, town, city, village, countryside, farm, solid, liquid, melt, the names of plants and animals</p>	

<p><i>These are key words and phrases that children need to know and understand.</i></p>				
<p>Ongoing throughout the Year</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>Children to have access to the outdoor area and encouraged to foster curiosity with the plants, trees, bugs. Focus on the seasons and changes in seasons. Provision to include magnifying glasses, opportunity to water plants, name and describe plants etc. Weekly class picture in front of a tree to show the timeline and changing season. Science week to have a focus on scientific investigations and observations. Observational drawings taught through the year. Play maps and small world to explore/create different environment. Stories set in different environments e.g., North pole, a beach, cities, farms, Describe what they see, hear and feel in the natural world.</p>			
<p>Assessment Checkpoint <i>i.e., what a child on track can do by the end of this term</i></p>	<p>Begin to name and sort different animals using own criteria.</p> <p>Begin to recognise features of their local environment.</p> <p>Be able to talk about the weather</p>	<p>Make some observations about some animals and plants.</p> <p>Notice some similarities and differences between their local environment and different environments.</p> <p>Begin to notice changes in the natural world</p>	<p>Early Learning Goal</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	