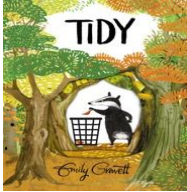
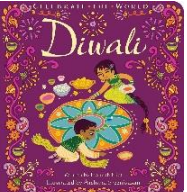
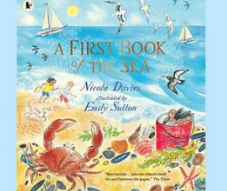
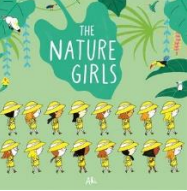


Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members 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.

Links to	Hedgehogs	How	Suggested texts	Vocabulary	Key knowledge	Foxes Year 1/2
<p>KS1 Geography</p>	<p>Show interest in globes, atlases and world maps, talking about what they see.</p> <p>Name “Newton Tony” as the village where our school is located and identify neighbouring villages/towns.</p> <p>Know that we live in England.</p> <p>Recognise similarities and differences between life in this country and life in other countries</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Term 1</p> <p>Shoe boxes from home- discussing where we were born and where our extended family live using world maps/globes for support.</p> <p>Explore the school, where are the different rooms in relation to one another. What happens in each room?</p> <p>Explore the school grounds, look at features of our school environment- follow zoomed in photo clues to find vegetables Evil Pea has kidnapped.</p> <p>We’re going on a super villain hunt-drawing maps of route around school.</p> <p>Autumn trees around our school</p> <p>Autumn display created by children as home-learning.</p> <p>Explore harvest time in the UK and farming at harvest time.</p> <p>Observe and explain decomposition of pumpkins</p> <p>Ice investigation- how to get frozen items from the ice</p> <p>Term 2</p> <p>How do my family celebrate Christmas?</p>	   	<p>Town, village, road, house, world, globe, earth, country, map, hot, sunny, cold, rain, snow, autumn, Winter, spring, summer, weather, mountain, hill, beach, countryside</p> <p>weather, seasons, map, place, local, globe, world, path, road, people, park, house, shop, farm, city, capital city, sea</p>	<p>By the end of reception, children will know:</p> <p>Local:</p> <ul style="list-style-type: none"> I know where I live I know the church, River and grass field are features of Newton Tony I know the name of my school and can say some of the things I pass on my way to school. I know that rabbits, red kites, squirrels and cows live around us I know lavender, lemon balm and mint grow in our outdoor area I can name raspberry bush, willow tree and strawberry plant. <p>Further afield:</p> <ul style="list-style-type: none"> I know bananas grow on trees, tomatoes grow on plants, raspberries grow on bushes and potatoes grow underground. I know polar bears live in Antarctica, 	<p>To know the name of the country they live in.</p> <p>To know that they live in the continent of Europe.</p> <p>To know that different parts of the UK often experience different weather.</p> <p>To know that a continent is a group of countries.</p> <p>To know the name of two continents (Europe and Asia).</p> <p>To know that an ocean is a large body of water.</p> <p>To know the name of two of the world’s oceans (Atlantic Ocean and Pacific Ocean).</p> <p>To know that the UK is short for ‘United Kingdom’.</p> <p>To know that a country is a land or nation with its own government.</p> <p>To know that the United Kingdom is made up of four countries and their names.</p>

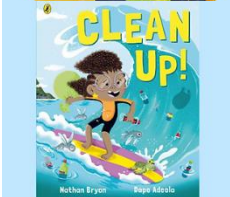
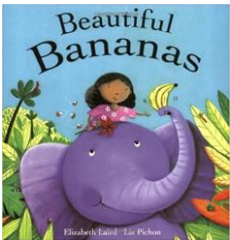
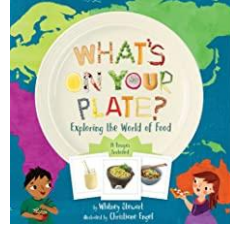
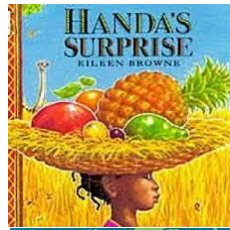
Explore the natural world around them and make observations

Draw information from a simple map, follow maps and begin to draw our own maps

Christmas around the world
Father Christmas' journey around the world
Make maps of our homes for Father Christmas to bring in our presents
Diwali- Explore festival origins/celebrations across the world, using a world map/globe.
Guru Nanak- Explore festival origins/celebrations across the world, using a world map/globe.

Term 3
Using iPad to research different bears around the world
Tree rubbings from local 'forest'
Create a 3D map of the journey Hansel and Gretel took, use BeeBots to navigate
Walk around the village, what animals might LRRH see on her journey-features of the environment.
Look at where veg comes from when making fruit and veg pictures

Term 4
Growing seeds, naming vegetables-link to where other fruit and vegetables are from.
Signs of spring
Trees in spring
Snack names in Spanish-where is Spain?



Elephants are from either India or Africa and Black bears are from North America

- I know that London is the capital of England.
- I know that London has more buildings than Newton tony because it is much bigger than our village
- I know water is shown as blue on the map or globe.
- I know leaves turn red in autumn.
- I know blossom grows in spring
- I know there are leaves on trees in summer
- I know some trees are bare in winter.
- I know it is cold in winter
- I know it is hotter in summer
- I know that harvest is when farmers collect in their crops
- I know we celebrate harvest festival to show thank for our food

To know that life elsewhere in the world is often different to ours.

To know that life elsewhere in the world often has similarities to ours.

To know that an aerial photograph is a photograph taken from the air above.

To know that atlases give information about the world and that a map tells us information about a place.

To know that a map is a picture of a place, usually drawn from above.

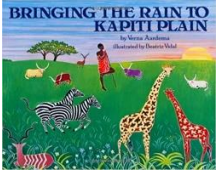
To know that symbols are often used on maps to represent features.

To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)

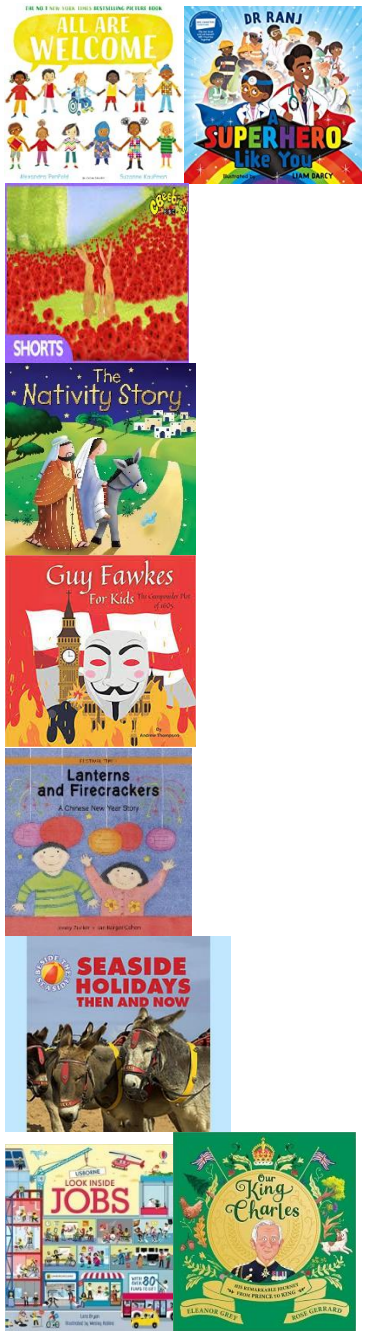
To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).

To know what a sketch map is.

To know some vocabulary to describe the characteristics of different places, even if

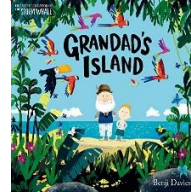
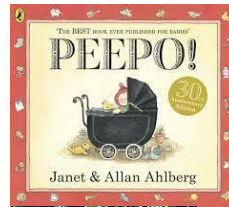
		<p>Easter-compare Newton Tony to Jerusalem</p> <p>Term 5 Life cycles of butterflies-compare with butterflies around the world Fairy gardens and fairy maps Start of Ramadan Eid D-Day Plant out seeds-British gardens Gardening in outdoor area Where does the King live-compare to our village</p> <p>Term 6 Colours in Ukrainian-where is Ukraine Rainbows-weather around the world Elmer's map through the jungle. Jungles around the world Red sea-compare with local sea. World Environment Day Our holidays in the past Investigate elephants around the world Where have we been on holiday? How is it different to where we live? Atlases, globes and maps available in provision. Adults model how to use them, ask questions and discuss thoughts Local visits eg church, Wiltshire wildlife walk. Talk about the different villages and towns we come from.</p>				<p>used inaccurately (hill, field, building, road, house, old). To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded.</p>
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		<p>Look at road signs when walking to church</p> <p>Stories/NF books – talk about where animals live, countries, different environments, climates.</p> <p>Books in continuous provision.</p> <p>Find countries where parents in military are currently serving.</p> <p>Discussing where our food comes from- snack time, baking etc.</p> <p>Watch video clips, read stories about life in other countries (avoid stereotypes).</p> <p>Weather- noticing, observing, discussing</p> <p>Newton Tony as a village in England (country). Locating our village and other places that are important to us on a map (where we live, holidays, where our family live)</p> <p>Making signs to follow, making our own symbols</p> <p>Look at, observe and discuss animals seen in local environment. Observing, drawing, discussing, naming flowers, plants.</p>				
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<p>Links to KS1 History</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>To know some ways in which life was different when our grandparents/parents were children</p> <p>Comment on images of familiar situations in the past</p> <p>To identify some things that happened in the past</p> <p>Have an understanding of Kings and Queens as rulers. Know who our King is. Talk about members of family and community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Term 1 Shoe boxes from home-me and my family Listen and discuss-who is part of my family Draw photos of family Real life superheroes Nurse visit What will I be I grow up? Draw members of our immediate family in charcoal. Discuss why they are super.</p> <p>Term 2 Gunpowder plot Soldiers uniform now vs the past Remembrance Day Diwali Guru Nanak birthday Our family Christmas traditions Nativity</p> <p>Term 3 Chinese New Year Dentist visit African dance and drumming workshop children’s mental health week International Day of women and Girls in science</p> <p>Term 4 Food when I was young How have I changed? Mother’s day Easter service</p> <p>Term 5 King Charles study King’s coronation Photos of previous coronation</p>		<p>Past, present, future, First, next, then Queen, king, ruler, palace, castle, London</p> <p>A long time ago same/different change people lives history artefact past/now modern old new order compare</p> <p>Community, village, town, Firefighter, police officer, job, (names of other jobs in the community)</p> <p>Celebrate, festival, religion, Muslim, Christian, birthday, Christmas,</p>	<ul style="list-style-type: none"> I can discuss who the important people in my family are: parents, siblings, grandparents and pets. I know that my Grandparents are my Mum and Dad’s parents. I know that things have changed since my Mum and Dad were little. I know that as I get older I can use a knife and fork, run faster and toilet myself I can talk about how my family celebrates Christmas. I can discuss what I did and saw if/when I have visited London I know that nurses care for sick people, the police protect us and fire services put out fires and attend car crashes and disasters. I know that Hansel and Gretel, Little Red Riding Hood and Goldilocks are stories that have been around for a long time and that Supertato, Superworm and Harry saves the Ocean are new. I know what a phone and typewriter from the past look like and can show how they are used. I know Guy Fawkes tried to blow up the people in charge (parliament) and Queen Elizabeth is King Charles mother I know King Charles lives in London I know Bonfire Night is the celebration of a failed attack of the Houses of Parliament I know people wear poppies to remember the fallen soldiers I know that families celebrate in different ways I know some celebrations / festivals and can say why they are celebrated: 	<p>To know that a timeline shows the order events in the past happened</p> <p>To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago.</p> <p>To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs. To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers). To know that people change as they grow older.</p>
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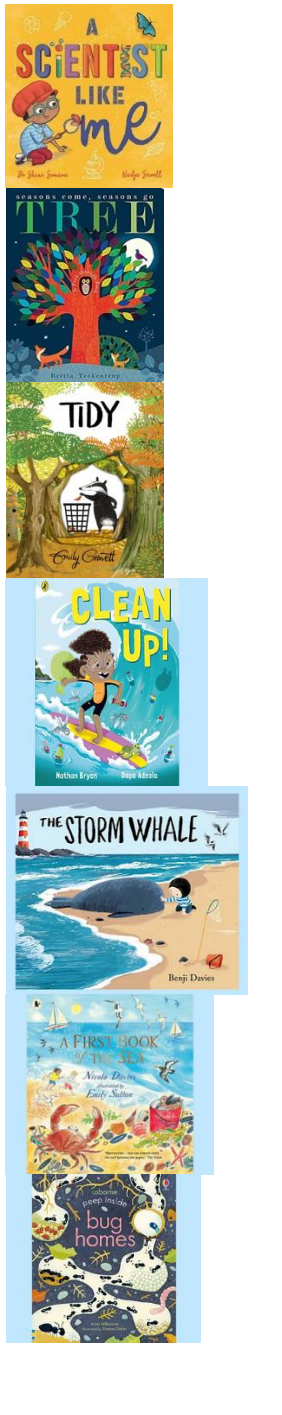
Watch video of Queen Elizabeth's coronation
Ramadan
Eid
D-day

Term 6
Seaside holidays in the past
My holidays
Grandparents holidays
Father's day
Anniversary of NHS
Additional
Visits from local people-
Rev Peter, army,
firefighters, police, family
members, nurse, dentist
Visits from members of
school community-
parents and children from
non-Christian families
Class time line
Artefacts introduced each
term
Little people, big dreams
books, video clips- relating
to people children show
interest in or people
relevant to current
learning.
Talk about time line and
how long ago people lived.
Termly artist study- what
was their life like?
Talk about how things
have changed in our
lifetime/year- seasons,
new babies, haircuts, skills
Look back over the
changes during their first
year in school. Create a
photographic timeline,
showing the things that
they can do at the start of
the year.



- I know Jesus was born at Christmas
- I know Jesus died at Easter
- I know Diwali is the Festival of Light
- Christmas
- I know Chinese New Year celebrates the start of the Lunar New Year
- I can talk about how the tree in our playground has changed with the season-
 - Leaves fall off it in autumn
 - It is bare in winter
 - it gets blossom in spring
 - the leaves are green in summer

To know that throughout someone's lifetime, some things will change and some things will stay the same.
To know that everyday objects have changed over time
To know that everyday objects have changed as new materials have been invented.
To know that there are similarities and differences between their lives today and their lives in the past.
To know some similarities and differences between the past and their own lives.
To know that people celebrate special events in different ways.
To know that everyday objects have similarities and differences with those used for the same purpose in the past
Learn about the lives of significant individuals in the past who have contributed to national and international achievement.
The Wright brothers
Mary Kingsley
Amelia Earhart
Dame Ellen MacArthur
Edward the Confessor
William the Conqueror
Learning in EYFS links to KS1 learning in RE-
respect and acceptance of other beliefs and cultures

<p>Links to KS1 Science</p>	<p>Name basic body parts (Physical) Know and talk about the different factors that supports their overall health and wellbeing</p> <p>Know the names of some baby animals</p> <p>Talk about seasonal change and change in the weather</p> <p>Explore different materials, developing ideas about how to use them</p> <p>Use language leaf, stem, flower, roots when talking about plants</p> <p>Identify some familiar plants growing in our outdoor area</p> <p>Identify and name animals that they and their peers are interested in</p> <p>Begin to identify some animal groups: fish, insect, mammal</p>	<p>Term 1 My family-discuss body and face names. Who do they look like? Frozen ice experiment-Mr Freeze Harvest time Autumn tree Autumn treasure display</p> <p>Term 2 What is it like in the North Pole? Winter tree</p> <p>Term 3 Ipads and research bears around the world Tree rubbings Local area walk Local wildlife Dentist visit</p> <p>Term 4 Growing seeds Gingerbread men in different solutions Floating sinking experiment Spring tree Spring flowers around our school Science week</p> <p>Term 5 Life cycle of butterfly Name plants and flowers in fairy garden Investigate worms Gardening in outdoor area Insect names in Spanish</p> <p>Term 6 Observe and make rainbows Dead sea-discuss salty water Healthy eating week</p>		<p><u>Working scientifically</u> look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group</p> <p>Plants plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow, tree, bush, herb, names of plants they see</p> <p><u>Living things and their habitats</u> See Plants animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p> <p><u>Animals, including humans</u> egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf</p> <p>names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> I know the difference between animals and plants. I know that plants die if they don't have enough water I can identify a leaf, stem, flower, roots on a plant I know that raspberries grow on bushes, apples grow on trees and carrots and potatoes grow under the ground. I know the names of the four seasons. I know it is cold in winter and hotter in summer. I know leaves turn red in autumn. I know blossom grows in spring I know there are leaves on trees in summer I know some trees are bare in winter. <ul style="list-style-type: none"> I can name badger, squirrel, hedgehog and fox from our country and polar bear from Antarctica, elephants from India and Africa and wolves from China. I know that owls, hedgehogs and foxes sleep during the day. I know bears and hedgehogs hibernate during winter I know that a tadpole becomes a frog and a caterpillar becomes a butterfly. 	<p>To know a variety of common plants, and how they differ. To know that deciduous trees lose their leaves seasonally, but evergreen trees do not. To know the basic structure (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees. To know that seeds and bulbs grow into seedlings by producing roots and shoots. To know that seedlings grow into mature plants by developing parts, that may include stems/trunks, leaves, flowers and fruits. To know that seeds need water to germinate. To know that plants need water, light and a suitable temperature for growth and health. To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes. To name a variety of habitats, including woodland, ocean, rainforest and seashore. To know that a habitat is the environment where an animal or plant lives/ grows, because it provides what they need to survive. To know that a micro-habitat is a very small</p>
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World Environment Day
Harvest crops
Visit to farm

Ongoing
Body books in reading
area Action rhymes and
games

Prepare snack, help
choose healthy food for
snack, Talk about how to
be healthy in our
everyday routines

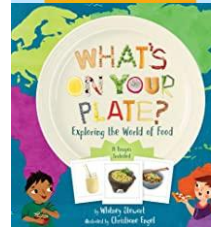
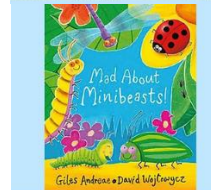
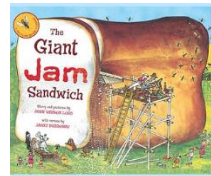
Opportunities to observe
and find plants- walks in
the village, growing
plants in our outdoor
area, planting

Children help to choose
plants to grow, label
them, harvest produce.

Pick strawberries and
raspberries from outdoor
areas. Use herbs growing
in mud kitchen

Talk about plants/herbs
we use in the mud
kitchen
Encourage children to
share their knowledge of
animals with each other.
Range of small world
animals and books in the
classroom. Introduce new
animals as appropriate.

Small world animals,
stories



(e.g. black, brown, white), big/tall,
small/short, bigger/smaller, baby, toddler,
child, adult, old person, old, young,
**brother, sister, mother, father, aunt,
uncle, grandmother, grandfather, cousin,**
friend, family, **boy, girl, man, woman**

Seasonal changes **spring, summer,**
autumn, winter, seasons, **sunny, cloudy,**
hot, warm, cold, shower, raining, storm,
thunder, lightning, hail, sleet, snow, icy,
frost, puddles, windy, rainbow, animals,
young, plants, flowers

Materials icicle, **ice, water, frozen snow,**
melt, wet, cold, slippery, smooth, big,
bigger, biggest, smaller, smaller, smallest,
hard, soft, bendy, rigid, **wood, plastic,**
paper, card, metal, strong, weak, hot,
apply heat, waterproof, soggy, not
waterproof, best, change, change back

Light **Sun,** sunny, **light, shadow,** shady,
clouds, torch, see-through, not see-
through, source, light source

Forces **float, sink, up, down, top, bottom,**
surface, **move, roll,** drop, fly, turn, **spin,**
fall, fast, slow, faster, slower, fastest,
slowest, further, furthest, **wind, air, water,**
blow, bounce

Sound **sound, noise, listen, hear,** music,
voices, bird song, traffic, sirens, thunder,

- I can identify a woodlouse, centipede, worm, ladybird, caterpillar and butterfly.

- I know apples, tomatoes and broccoli are healthy and crisps, chocolate and pastries are unhealthy

- I know we brush our teeth to get rid of plaque

- I know how to use the toilet.

- I know how to get myself dressed.

- I can identify my head, shoulders, knees and toes as well as eyes, ears, mouth and nose

- I can discuss the people in my family are: parents, siblings, grandparents and pets.

- I know that plastic bottles and yoghurt pots float and coins, marbles and bricks sink.

- I know that woolly hats keep us warm in cold weather and

- I know that my actions affect the world.

- I know that ice melts when it gets hot.

- I know that water turns into ice when it gets cold and freezes.

- I know that a plant needs light, soil and water to grow.

abitat (e.g. stones, logs and leaf litter).
To know that living things depend upon each other (e.g. for food, shelter.)
To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals.
To understand how living things change, and that animals have offspring that grow into adults.
To know which offspring comes from which parent animal.
To know the stages in some animal life cycles.
To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell)
To know that a herbivore is an animal that eats only plants and to give some examples. To know that an omnivore is an animal that eats both animals and plants, and to give some examples.
To know that animals, including humans, need water, food and air to survive.
To understand the importance of exercise, a balanced diet and hygiene for humans.
To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition.
To know key parts of the human body (including

		<p>Search for rainbows when it rains/sunny. Reduce, recycle, reuse song.</p> <p>A range of materials are available for various uses craft, building, den making, costumes Nursery rhymes and songs</p>		<p>high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar</p>		<p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth). To know the five main senses: sight, smell, hearing, taste and touch. To know that eyes are used for sight, the nose is used for smell, ears are used for hearing, the tongue and mouth are used for taste and the skin is used for touch. To know that a carnivore is an animal that eats other animals and to give some examples. To know that objects are items or things. To know that a material is what an object is made from. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. To know why objects are made from particular materials and to give examples of their suitability. To know that one material can be used for a range of purposes (and to give examples.) To know that different materials can be used for the same purpose (and to give examples.) To know why certain materials are unsuitable for particular objects. To know that a force must be applied to change the shape of a solid object.</p>
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						<p>To know that solid objects can be squashed, bent, twisted or stretched.</p> <p>To know that different solid objects may take a different amount of force to change shape.</p>
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