



Simon de Senlis Primary School - NPAT - Reception - Understanding the World 2023-24

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				
Disciplinary Knowledge and concepts to be taught/introduced	<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 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 Explain own knowledge and understanding and asks appropriate questions Know that information can be found in books, from people and through IT Record understanding in a way they can interpret and explain Identify similarities, differences, patterns and change Develop understanding of growth and changes over time</p> <p>Organisation and Communication</p> <p>Communicate knowledge through; discussion, drawing pictures, drama/role play, making models and writing Begin to develop knowledge of history concepts: change, legacy, community and power (refer to NPAT History concept progression)</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 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>Term 1 <i>‘All about Me’ fact files – speaking and listening too</i></p> <p>Term 2 <i>My family (taught through Jigsaw and R.E.) Family photographs Different jobs that parents do Guy Fawkes (introduction to long ago)</i></p> <p>Term 1 & 2 R.E. <i>Our families, our communities and where do we belong?</i></p>	<p>Objects from the past Changes over time – toys from the past. Technology from the past. How toys/technology/housing has changed over time.</p> <p>Term 3 <i>Long time ago - Story ‘Peepo’ compare with now. Compare babies’ nappies, shopping bags, milk bottles, soap, Wash Day, Daddy’s uniform. Have working wall with timeline</i></p> <p><i>Long, long time ago – William Shakespeare and NPAT D4W unit. Compare clothing, housing, candlelight v electricity, writing tools, language used. Drama conventions – drama boots, guided tour, role on the object, freeze frame</i></p> <p>People who look after us and keep us safe <i>People who help us – staff – meeting team, specialist teachers, parents from Emergency Services etc Setting high expectations for their aspirations</i></p>	<p>My time in Reception – write a letter to new cohort Recognise some of the differences in themselves between September and now - what they have learnt, how they have grown etc.</p> <p><i>How they have changed since being a baby (taught in Jigsaw) Have Your Say (for reports - work leading up to this what I can do now e.g. academic and socially) Have working wall with timeline from baby to end of Reception year</i></p>	

	<p>People who look after us and keep us safe <i>People who help us – staff – meeting team, specialist teachers, parents from Emergency Services etc</i> <i>Setting high expectations for their aspirations</i> How to keep safe Who can keep us safe?</p> <p>Becoming a responsible member of the community <i>Looking after the school classroom/school environment</i> Recycling, litter</p>	<p>How to keep safe Who can keep us safe?</p>		
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand</i></p>	<p>Past, present, change, recycling, similar, different, family, unique, then, now</p>			
<p>Ongoing throughout the Year</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Role play reflecting diversity Bilingual books, books about different occupations, Books set in different times Small world Artefacts from different generations</p>			
<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track can do by the end of this term</i></p>	<p>Talk about their family and people that are close to them Begin to talk about some similarities between their own life and things in the past</p>	<p>Know some differences between their own ‘world’ and things in the past. Know that some things happened in the past and begin to sequence Begin to talk about people in society who are not family members</p>	<p>Understand their ‘immediate’ past and longer ago. Order and sequence familiar events Know about similarities and differences between past and present Begin to ask and answer questions about the past</p> <p>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</p>	



Area of Learning	Autumn	Spring	Summer	Link to Year 1 National Curriculum
People, Culture and Communities				
Disciplinary Knowledge and concepts to be taught/introduced	<p>People in our community celebrate special days</p> <p>Names of main world religions (and in those in class)</p> <p>Know that there are different places of worship.</p> <p>Celebrate diversity and understand that we are all different and, in many ways, we are the same.</p> <p>That they live in Northampton which is in England.</p> <p>Family – Talk about why members of their family are important to them.</p> <p>Begin to develop a personal response to representations of their own and wider communities – showing photos, drawings and stories.</p> <p>Ask questions to discover more about other religion tie in with C&L</p> <p>Stories from different religions.</p> <p>How people celebrate different events in different countries – birthday, birth, death, weddings</p> <p>Compare and contrast their celebrations to other people's (in class or wider)</p> <p>Begin to develop knowledge of RE concepts (refer to NPAT RE concept progression)</p>			<p>In RE children should be taught to:</p> <p>* 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> <p>In Geography children should be taught to:</p> <p>*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.</p> <p>*Develop knowledge about the world, the United Kingdom and their locality.</p> <p>*Understand basic subject-specific vocabulary relating to human and physical geography</p> <p>*Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>
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. Christmas and Easter to be maintained</i>	<p>Christmas</p> <p>Diwali - celebrate for the week – cleaning the classroom, putting up lights, having a feast.</p> <p>CBeebies - My first Diwali</p> <p>Books – Diwali, Rama and Sita</p> <p>Invite members of Hindu community in to share knowledge.</p> <p><i>Term 2</i></p> <p><i>Christmas</i></p> <p><i>Visit to local church for Christmas preparations</i></p> <p><i>Diwali</i></p> <p><i>Celebrating birthdays / own family cultures etc within 'All About Me'</i></p> <p><i>Tapestry – photos of families for children to talk about their families</i></p> <p><i>Add items into provision from other cultures</i></p> <p><i>Balti pot/woks in home corner.</i></p> <p><i>R.E. Story – Helpers by Shirley Hughes</i></p> <p><i>R.E. – Parable - The Story of the Lost Sheep</i></p>	<p>Investigate heritage of the children – plot where the class is from on a world map.</p> <p>Where we are from – Northampton is our home, but some of our family have come from other places that are important to us.</p> <p>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><i>Start with where our houses are, where is that in relation to our school? Google maps. Look at fact that we live in Northampton, in England. Talk about our capital city, London and neighbouring countries i.e. Scotland, Wales, Ireland and countries further afield include story Handa's Surprise. Where is Senlis in France? Talk about Railway Station where castle was originally. Map of the school, journey to school, Northampton</i></p> <p><i>Where are our families from? Where is Senlis in France?</i></p>	<p>Map of the school, journey to school, Northampton</p> <p>Different types of transport and travel</p> <p>Link to finishing Reception year e.g., end of term celebration with family</p> <p>A pretend wedding/Christening</p> <p>Link with timeline above</p> <p><i>Link to finishing Reception year e.g. end of term celebration with family</i></p> <p><i>Link with timeline above</i></p> <p><i>Celebrating birthdays / own family cultures etc.</i></p> <p><i>T4W - Nat Fantastic (goes to Africa) recap from Spring learning</i></p> <p><i>Town Mouse, Country Mouse (Forest School) recap from Spring learning</i></p> <p><i>R.E. - What happens at a wedding or when a baby is born?</i></p> <p><i>R.E. – Look at range of artefacts e.g. birthday card, wedding tiara, Christening candle, wooden Easter egg, graduation card/photograph, Hindu/Sikh Diva, birth card, etc.</i></p>	

	<p><i>R.E. - Watch video of a baptism</i> <i>R.E. - Compare & contrast Christianity (to include churches) & Judaism (to include synagogues)</i></p> <p>Books related to diversity and inclusion Our class is a family All are welcome Mixed - tie in with PSED The Perfect Fit – tie in with PSED 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. CBeebies Nativity story animation is a useful resource - https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story Book – Refuge – by Anne Booth Written from donkey’s point of view, touches on refugees. A Christmas Story – by Brian Wildsmith</p>	<p><i>Different types of transport and travel</i> <i>Children talk about their recent holidays, family backgrounds (if appropriate)</i> <i>Mothering Sunday</i></p> <p><i>Chinese New Year</i> <i>Celebrating birthdays/own family cultures within R.E. What can we learn from stories from different religions?</i> <i>Eid - Have member of staff to share her family traditions with children</i> <i>Eid - Amira’s Picture Day by Reem Faruqui</i> <i>R.E. – Easter Story</i> <i>R.E. – adults share their favourite book, ask children to bring int their favourite book</i> <i>R.E. – Share stories from different cultures - Aesop’s Fables e.g. the Stork & the Jug. Discuss the meaning.</i> <i>R.E. - Introduce The Bible & The Koran</i> <i>R.E. – A story from the old and new testament</i></p>	<p><i>R.E. – Watch video clips of a Christian, Muslim, Sikh & Hindu wedding (or alternatives according to cohort background)</i></p>	
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand</i></p>	<p>religion, faith, belonging, multi-cultural, friendship, kindness, values, traditions, celebration, yearly,</p>			
<p>Ongoing throughout the Year</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p><i>Visits/visitors from different cultures, religions – Visit local church, Member of staff to share information re Eid and Muslim traditions. Member of staff to share information about Polish Christmas traditions.</i> <i>Stories from other countries e.g. traditional tales from Africa or India, (Handa’s Surprise, Nat Fantastic)</i> <i>Small world and role play</i> <i>Diverse range of stories</i></p> <p>Add items into provision from other cultures, Balti pot/woks in home corner. Have parents from different communities come in to talk to children Religious stories (reflecting class religions) Other religious celebrations</p>			
<p>Assessment Checkpoint <i>i.e., what a child on track can do by the end of this term</i></p>	<p>To know that different groups of people have different gods, places of worship and celebrations. That these religions have similarities and differences, but one is not better than the other</p>	<p>To understand and be able to talk about some similarities and differences between the lives of children within the UK and outside the UK.</p>	<p>To understand and talk about some religious and cultural differences between people in their class, England and in the world.</p> <p>Early Learning Goal</p> <p>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.</p>	



Area of Learning	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
The Natural World				
Disciplinary Knowledge and concepts to be taught/introduced	<p>Asking simple questions. Observing closely using the senses. Using non-standardised objects to take measurements e.g., simple comparisons. Performing simple tests. Using simple scientific language to talk about their ideas. Noticing similarities and differences between objects, materials and living things. Using talk and simple drawings to record observations. Talking about their findings using simple science words.</p> <p>Begin to develop knowledge of Science and Geography concepts</p>			<p>In Geography and Science children should be taught to:</p> <p>*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 *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 <i>These are suggestions only and must be personalised by each setting</i>	Habitats The differences in rural and town environments Animals live in different habitats Looking after their environment Appreciation of the natural world Pollution and the need to be a responsible citizen <i>Weather diary – Forest School appropriate clothing etc. Observations of Autumn/Winter Town Mouse and Country Mouse story – compare town / country and animals etc. Develop bug hotel Forest school – under stones, in trees, etc compare to woodland / zoo etc Talk about pets and their home v natural habitats We're Going on Bear Hunt, The Gruffalo, Gruffalo's Child, Stickman</i> <i>Changes in state: Salt dough, ice (tuff spot), powder paints,</i>	Living Things Life cycles of animals and plants Ongoing observations of tadpoles or caterpillars Nocturnal and diurnal animals Growing plants e.g., beans or sunflowers Observations of plants and animals (naming and describing) Recognition of familiar plants A farm visit Observational drawings Nature walk Seasonal Changes What happens in Springtime? Weather diary <i>Weather diary – Forest School appropriate clothing etc. Observations of Winter/Spring Observational drawings – art table, investigation area Tadpoles in school pond Caterpillars in class Grow a bean and sunflower Nature walk to Grange Wood (Bluebells)</i>	Materials Melting experiments Looking at and comparing different materials Changes in state/matter e.g., melting ice or chocolate Cooking <i>Weather diary – Forest School appropriate clothing etc. Observations of Spring/Summer Melting experiments Cooking Observational drawings - art table, investigation area Looking at and comparing different materials Observational drawings Observations of plants and animals (naming and describing) Recognition of familiar plants Local walks Looking after their environment Farm visit Brave Little Chick, What the Ladybird Heard, What the Ladybird Heard at the Seaside</i> <i>Changes in state: Party balloons, ice (tuff spot), powder paints</i>	

		<i>Jack and the Beanstalk, Scarlett Beane, The Very Hungry Caterpillar, Oliver's Fruit Salad, Oliver's Vegetables</i> <i>Changes in state: Easter nests, ice (tuff spot), powder paints,</i>		
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Seasons, Spring, Summer, Autumn, Winter, days of the week, months of the year, lifecycle, metamorphosis, maps, change, town, city, village, countryside, farm, solid, liquid, gas, melt, the names of plants and animals			
Ongoing throughout the Year <i>These are suggestions only and must be personalised by each setting</i>	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 Pencil dictionary and observational drawings taught through the year <i>Forest School</i> <i>Children to have access to the outdoor area and encouraged to foster curiosity with the plants, trees, bugs.</i> <i>Focus on the seasons and changes in seasons</i> <i>Provision to include magnifying glasses, opportunity to water plants, name and describe plants etc</i> <i>Tree to show the timeline and changing season – Forest school</i> <i>Play maps and small world to explore/create different environment</i> <i>Stories set in different environments e.g. North pole, a beach, cities, farms</i> <i>Globe & world map on display</i>			
Assessment Checkpoint <i>i.e., what a child on track can do by the end of this term</i>	Can demonstrate appreciation that the world is not limited to Northampton	Can talk about the different habitats and environments and life cycles	Understands changing states of matter Can name and talk about the seasons Able to use observational skills and attempt an observational drawing or painting. Early Learning Goal 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	