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Description automatically generatedLeverington Primary Academy**

**Understanding the World Long Term Plan 2023-2024**

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| **STATUTORY EDUCATIONAL PROGRAMME**  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 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. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Possible themes, interests, lines of enquiry** | My Family and Me  People Who Help Us  Nursery Rhymes  Autumn  Harvest (Pumpkins) | Bonfire Night  Diwali  Christmas around the World | Winter  Space | Growing and Changing  Farm animals  Spring  Plants | Transport | Summer  Minibeasts  Rockpools/Seaside  Life cycles – butterflies, beans, sunflower |
| **Celebrations and experiences** | Harvest festival | Diwali  Bonfire Night  Children In Need  Fire service visit  Remembrance Day  Christmas | Chinese New Year  Valentine’s Day | World Book Day  Mothering Sunday  Pancake Day  Easter | Transport in our local area | Butterfly garden |
| **The Reception Year provides the foundations for many skills the children will build upon in Year 1.**  **Year 1 expectations** | Knowledge and skills developed in Y1 History curriculum:   * Changes within living memory. * Chronology within living memory of the community to develop a sense of changes over time. * Studying the lives of significant individuals – Mary Anning, David Attenborough. | | Knowledge and skills developed in Y1 Geography curriculum:   * Name and locate the world’s seven continents and five oceans. * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * Identify seasonal and daily weather patterns in the UK. * Hot and cold locations. * Use simple fieldwork and observational skills. * Use world maps, atlases and globes. | | Knowledge and skills developed in Y1 Science curriculum:   * Observe changes across the 4 seasons. * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. * Identify and describe the basic structure of common flowering plants, including trees. * Identify and name a variety of common animals. * Carnivores, herbivores and omnivores. * Animal groups. * Identify, name, draw and label parts of the human body. * Objects – properties of everyday materials. * Scientific enquiry skills ongoing. * Astronomy in Years 2 and 5. * Knowing that scientists study space to help us know more about it. | |

Venn diagram, circle

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Description automatically generated**The knowledge, skills, understanding and planned experiences gained by the end of the Reception Year…

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Characterisics of effective teaching and learning** | The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective teaching and learning fomr the bedrock of teaching understanding the world. These are:   * Playing and exploring – children investigate and experience things, and ‘have a go!’ * Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. * Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.   It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children’s own learning within an enabling environment the children will begin to make sense of the physical world and their community.  This document shows the knowledge, skills and understanding that we plan to teach and the planned-for experiences we will provide. This is in addition to following the children’s interests and their curiosity about the natural world. | | | | | |
| **RE** | Children will encounter religions and worldviews through special people, books, times, places and objects. They will listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. The teaching of RE sits firmly within the areas of personal, social and emotional development and understanding the world. | | | | | |
| Harvest | Diwali  Christmas  Hannukah |  | Easter | Noah’s Ark |  |
| **Chronology skill development**  **(Past and present – History)** | * Talk about members of their immediate family and the relationship to them. * Family trees, diverse representations of family life. * Name and describe people who are familiar to them. * Developing a sense of choronology: before I was born, before I came to school, which class will I be in next year? * Begin to have an understanding of terms like: yesterday, last week, last year. | * Use the language of time when talking about past/present events in their own lives and in the lives of others, including people they have learnt about through books. * Remember and talk about significant events in their own lives. * Know and understand that their grandparents are older than their parents. * Begin to be familiar with words and phrases associated with long ago, such as ‘in the past’, ‘a long time ago’. * Begin to understand that some familiar stories were set in a time before they were born.   Transport through time – sequencing pictures. | * Visually represent their own day on a simple timeline. * When did events happen in time – moon landing, international spce station build and launched. | * Talk about and understand changes in own lifetime, by creasting a personal timeline. * Recognise and describe special times or events for family or friends. * Begin to compare and contrast charatcers in stories about the past. * Use appropriate language to describe the past, such as ‘in the past.’ * Farming in the past and how it has changed through time. | * Recount an event, orally, pictorially and/or with captions. | * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in the class. * Understand the past through settings, characters and events encountered in books read in class. * Order experiences in relation to themselves and others, including stories. |
| **Enquiry skill development** | * Know that you can find out information from different sources, e.g. internet, books. | * Find out about key historical events and why and how we celebrate them.   Remembrance Day  Diwali  Christmas Day   * How has transport changed over time and why? | * Use technology to make observations or find information about different locations and places. * Recognise, know and describe features of different places. * Look closely at similarities and differences. | * Describe images of familiar situations in the past using books. * Identify features of growth and change. | * Talk about key roles people have in society, both in the present and in the past. * Name and describe people who are familiar to them within their community, e.g. police, fire service, doctors. | * Comment on images of familiar situations in the past. * Describe features of objects, people, places at different times and make comparisons. * Talk about what is the same and what is different. |
| **Knowledge development** | Location of our school and the local area; my route to school.  Community – people who feature in our lives, people who help us in the community. | Transport past and present.  How people in different countries travel around.  Invention of the Steam Train – George Stephenson. | People who looked at the stars – Galileo.  The first moon landing – Neil Armstrong.  Astronauts and astronomers – Mae Jaimeson, Tim Peak.  Know about our Solar System. | Farming in the past, local area, what was grown.  Compare how farming was done in the past and use of machinery.  Identifying fruits and vegetables grown locally.  Where does the fruit and vegetables we eat come from? Fruit and vegetables from around the world. | Know about the life cycles of various plants and animals. | Seaside holidays past and present. |
| **Mapping development**  **(People, culture and communities – Geography)** | Talk about features of the immediate local environment, using visual representations.  Map out a route to school.  Recognise common signs. | Use technology, e.g. a BeeBot.  Begin to show spatial awareness.  Use positional language (linked to Mathematics). | Program a BeeBot.  Instruct a friend along a route or track.  Recognise some environments that are different to the ones we live in, e.g. Antarctica. | Complete a simple BeeBot program using a grid map.  Identify how technology is used to share information. | Draw information from a simple map.  Identify local landmarks and those in the wider area. | Create own maps using symbols.  Locate key places that feature in topic-related stories. |
| **Scientific knowledge and skills**  **(The Natural World – Science)** | The human body – facial features, parts of the body, the senses, our skeleton.  Seasons of the year.  Autumn – trees and leaves – changes. | Seasons of the year:  Winter – hibernation.  Changing states of matter – frost, water to ice.  What happens when it is warm?  Why can we see our breaths when it is cold?   * Talking about some of the things they have observed such as plants, animals, natural and found objects. * Show a greater awareness of seasonal change. * Ask questions about things they have observed. | Our planet Earth, land and sea,  The moon and sun; planets in the Solar System.  Seasons of the year:  Spring – first signs of spring, plants, birds, lighter evenings. | Growing and changing  Life cycles of a butterfly and/or frog, sunflower.  Animals and their babies.  Plants – how they grow from seeds and bulbs.   * Talk about why things happen and how things work. * Understand more about growth, decay and changes over time. * Explore the natural world around them. * Describe what they see, hear and feel when outside. * Understand the effect of changing seasons on the natural world around them. | Seasons of the year:  Summer – warmer days, lighter evenings, animals  Forces: push, pull, twist, air and water – linked to transport. | Seasons of the year:  Summer – sun safety, safety around watter.  Changing state – why do ice lollies melt in the summer?   * Explore the natural world around them, making observations and drawing pictures. * Know some similairities and differences between the natural world around them and contrasting environments, drawing on their experiences and what they have read in class. * Understand some important processes and changes in the natural world around them. |