



Understanding the World Reception

<u>Development Matters Statements</u>	The Reception children can....
Talk about members of their immediate family and community. RSE Scheme	• begin to talk about their immediate family, with the support of a poster (settling into school poster), photo or picture, in a small group. • listen to and ask simple questions to a friend, or when in a small group. about their family. • talk about their immediate and wider family in a larger group. • listen to and ask 'wh' questions to a familiar adult about their life and family. • listen to and ask 'wh' questions to a familiar adult about their life and family and make comparisons with their own. • join in discussions about different types of families within their community and experiences of life or from books.
Name and describe people who are familiar to them.	• say what community they live in and are part of and begin to think about the people that are part of it (family, church, school). • with support, begin to talk about the people who are familiar to them by naming them.

	• Say what wider community (Harborne) they live in or part of and begin to talk about the people that make up and are part of it (teachers, lollipop person, shop staff, doctors, dentists, club leaders, police, fire fighter etc.). • talk about the people who are familiar to them by naming them and describing them in a little detail. • talk about their immediate and wider communities (family, Harborne, Birmingham) and the people that are part of those communities (MP's, Faith leaders etc) and the roles they play within them. • talk openly about the people who are familiar to them by naming them personally and describing their experiences with them in more detail.
Comment on images of familiar situations in the past. Books: The toy maker Dogger The whale's song	• identify familiar images, photos or pictures of familiar situations or people that are from the past. • with support, children say what things are like today's world and the things that are different (school, home, transport etc.) • Sort objects, pictures or photos into old and new. • say the day's events from first to last and put them in order (register time/ home time) • with support, say what is the beginning, middle and end of the story and sequence the pictures.

	• say what things are similar in today's world and the things that are different and give a simple reason as to why. • sequence a three-part story that has a beginning, middle and end. • with support, sequence pictures of an events that the children have participated in (Farm trip, school visit or having an event in school- Lego lady) • sequence pictures of their family saying who is the oldest to youngest. • explain the similarities and differences in an image, picture or photo and give reasons why they think that. • independently sequence a story from beginning to end. • sequence pictures of people, events or objects (transport) from the past before they were born too today.
Compare and contrast characters from stories, including figures from the past. R.E Jack in the box.	• With support children to have the opportunities to join in small group chats and discussions about a variety of artifact, images and oral stories from the past/present and stories that have moral values within them. • Model and support the use of other methods to support the children to demonstrate their knowledge and understanding, using, puppets, role-play and songs and poems. • Children to have the opportunities to join in group chats and discussions about a variety of artifact, images and oral stories from the past/present and stories that have moral values within them.

	• Additionally, use other methods to support and for the children to demonstrate their knowledge and understanding, using, puppets, role=play and songs and poems. • Children to independently join in group chats and discussions about a variety of artifacts, images and oral stories from the past/present and point out the moral values and common themes different stories have within them. (Bravery, difficult choices, kindness etc.) • Children independently use other methods to support and for the children to demonstrate their knowledge and understanding, using. puppets, role=play and songs and poems.
Draw information from a simple map.	• identify a simple map (playground or classroom) and pick out some of the landmarks (map of school, Google earth, Google maps A-Z and sat navs), with support. • view an ariel view of a map and identify the land and the sea. (Globes, Google earth, Atlas, maps of the world) • children to help create a story map and read the signs/pictures to retell familiar story.

	• with support, draw a line map of a short (school playground or to church) and include a few landmarks. (Take a stick and add objects to it as a visual reference for their walk). • draw a story map and read the signs/pictures to retell a story or non-fiction text. • draw a simple map of a journey and include a man-made and natural features/landmark. • independently pick out some of the landmarks (map of school, google earth support) • draw a simple map of a short journey (journey to or from school) and include a man-made and natural features/landmark.
Understand that some places are special to members of their community.	• Say that WE (our school) are part of the St. Peters church community and that it is a Christian Church. • Visit St. Peters Church and be part of worship time and discuss what we have learnt • Learn about different religions and cultures and places of worship through listening to visitors. • Understand what a 'special place' is and why it is 'special' to another person. • Visit another church or place of worship and discuss why it is similar or different to our church.

	• Understand what a 'special' place is, say what their 'special' place is and explain why it is 'special' to them. • Learn about different religions and cultures and places of worship through listening to visitors and asking simple questions. • Visit another church or place of worship and discuss why it is similar or different to our church or their place of worship and discuss why it is important to the local community. • Share their 'special' place and also recognise that we all have different places that are 'special' to us and our family and have different reasons why. • Learn about different religions and cultures and places of worship through listening to visitors and asking simple questions, as well as using a variety of media, such as videos, non-fiction texts, stories and artfax. .
Recognise that people have different beliefs and celebrate special times in different ways. R.E Jack in the box.	• Say what a celebration is and share ideas of how they celebrate. • Begin to understand and say that we come to St. Peters school which is part of the Christian Church/religion, but not all of us are Christian. • Begin to gain an understanding of other religious and cultural celebrations that are different from our own, though engaging in a range of media, listening to stories and visitors invited into school • Share ideas of how they celebrate and recognise that others may celebrate in a range of ways.

RSE Scheme British Values Scheme	• Say that we come to St. Peters school which is part of the Christian Church/religion, but not all of us are Christian and recognise that there are other religions and celebrations take place throughout the year. • Gain an understanding of other religious and cultural celebrations through engaging in a range of media, listening to stories and visitors invited into school • Know and say that they attend St. Peters school. Explain that our school is Christian, but not all of us are Christian and say what other religions and celebrations take place throughout the year that we have been taken part in. • Talk about the difference and similarities between their own and others' religious and cultural celebrations.
Recognise some similarities and differences between life in this country and life in other countries. Drawing of animals – see EAD/art planning	• Say what a community is and recognise that they belong to the school community (St. Peters). • With support, begin to talk about their lives and notice what is similar/different about them in comparison to their friends- what do they like to play, what do they wear, eat etc (posters to share). • Say what a community is and recognise that there is a wider community that they belong (Harborne, Birmingham) • begin to talk about their lives and notice what is similar/different about them in comparison to their friends/family and make choices about what they do and do not like.

	• Say what a community is and recognise that there is a larger community that they belong to, the world. • talk about what is similar/different about them in comparison to their friends, family and others in the wider community. (a child from another country, buildings, weather, food, clothes etc)
Explore the natural world around them.	• Help practitioners care for the garden area by joining in with sweeping the Autumn leaves, watering plants, planting bulbs, vegetables etc caring for the growing area and ensuring all rubbish is put in the bin. • Independently explore the outside learning environment and begin to talk about what they have observed and discovered with the support of an adult. • Independently explore the sand, water, malleable, role-play, small world and construction play, observing and talking about what they can see, hear, smell etc and begin to ask questions. • explore the outside learning environment and talk about what they have observed and discovered with their friends and adults. • Independently explore the sand, water, malleable, role-play, small world and construction play, observing and talking about what they can see, hear, smell etc and begin to ask questions, make predicts and problem solve.

	• explore the outside learning environment and ask questions and talk about what they have observed and discovered with their friends and adults. • Carry out an experiment, with the support of the adults, and make predictions and talk about their findings.
Describe what they see, hear and feel whilst outside. Drawing of animals – see EAD/art planning	• talk about, with support, animals and plants and use simple adjectives to describe them when in the outside learning environment. • Independently talk about animals and plants and use simple adjectives to describe them and their habitats. • talk about animals and plants and use adjectives to describe them, where they live and begin to draw and label them.
Recognise some environments that are different from the one in which they live.	• talk about, observe and explore our school community (Autumn walk) and with support, begin to notice natural or man-made features within the environment • begin to observe and notice natural changes within our environment, such as the weather and say it is Autumn/ Winter and begin to give simple reasons why. • talk about, observe and explore our local community of where we live (walk around Harborne) and compare it to our school environment (similarities and differences) and notice natural or man-made features within the environment

	• observe and notice natural changes within our environment, such as the weather, and say it is Winter/Spring and gives reasons why, beginning to compare from previous seasons. • through a range of media (video, books, visitors, artifax) explore the wider world and make comparisons through talking about similarities and differences of the environment, weather, food, culture etc and say what natural or man-made features they can identify within the environment • observe and notice natural changes within the environment, such as the weather, and through discussions say it is Spring/Summer and give reasons why, comparing similarities and differences from previous seasons.
Understand the effect of changing seasons on the natural world around them.	• with adult support, begin to notice and talk about the weather daily and (record the weather on a chart) discuss whether the weather is the same as yesterday and why. • With support, through discussions and observations the children notice the change of the natural environment i.e., the trees, animals and how we as humans behave in Autumn and Winter. • talk about the weather daily and compare the weather in the morning, (record on a chart) to that of the afternoon, discussing whether the weather has changed and give possible reasons as to why.

	• through discussions and observations, the children notice the change of the natural environment i.e., the trees, animals and how we as humans behave in Winter to Spring and compare begin those changes. • talk about the weather discussing whether the weather has changed over a period of time (week) and give possible reasons as to why, thinking about the season we are currently in. • through discussions and observations, the children notice the change of the natural environment i.e., the trees, animals and how we as humans behave in Winter to Spring and compare begin those changes.
	ELG
Past and Present	• 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.
People, culture and communities	• 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, nonfiction texts and (when appropriate) maps.
The natural World	• 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