

Reception Understanding the World Progression Document

<u>Autumn A – A Place Called Home</u>	<u>Autumn B - A Place Called Home</u>	<u>Spring A – Explorers (Pirates, Jungle, Space)</u>	<u>Spring B – Explorers (Space, Time explorers - Toys)</u>	<u>Summer A – Marvellous Minibeasts</u>	<u>Summer B – Once Upon a Time</u>
<u>Objectives –</u> Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	<u>Objectives –</u> Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Recognise some environments are different to the one in which they live	<u>Objectives –</u> Draw information from a simple map Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Recognise some environments are different to the one in which they live Explain some similarities and differences between life in this country and life in other countries	<u>Objectives –</u> Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Explore the natural world around them Recognise some environments are different to the one in which they live Explain some similarities and differences between life in this country and life in other countries Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<u>Objectives –</u> 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	<u>Objectives –</u> 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 Understand the past through settings, characters and events encountered in books read in class and storytelling
<u>Potential lines of enquiry</u> How is my family the same or different to other families? Special things I do in my home.	<u>Potential lines of enquiry</u> <u>Geographical enquiry</u> What does my street look like? How do I get to school? How do I know it is where I live?	<u>Potential lines of enquiry</u> What is an explorer? What is a pirate and what did they do? What is a jungle and what might live there?	<u>Potential lines of enquiry</u> How do people explore outer space? <u>Historical enquiry</u> What did children play with in the past?	<u>Potential lines of enquiry</u> Can I name the four seasons? Can I compare the different seasons? What is a minibeast? What is an insect?	<u>Potential lines of enquiry</u> I can describe the settings in different stories and make comparisons I can talk about the lives of characters I have read

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What is my house like? Where do I like to go with my family? <u>Historical enquiry</u> How much have I grown? What are my favourite memories so far? What can I do now that I could not do before?	Does everyone have the same hands? How is my home the same/different from a house? What do I see on my way to school? How does my street differ from a street in another country? Does everyone have the same front door?	How do people explore outer space? How do people explore time? <u>Geographical enquiry</u> How can we travel to other countries? How do other places in the world compare to Hartlepool? What are the features of other environments?	How have toys changed over time? <u>Geographical Enquiry</u> I can look at life in another country and compare this to life in my own country (Ghana)	I can describe some processes, such as the lifecycle of a butterfly and a frog I can talk about the natural world, including the habitats minibeasts live.	about and compare it to my own experiences. I can compare characters in storybooks and how they differ from each other
<u>Secondary lines of enquiry –</u> To be able to recognise the changes in their appearance and abilities from being a baby to now. To be able to think about different families and understand everyone's family is unique. To recognise they have their own preferences and ideas and these may differ from their peers. To know that people and objects existed before they were born. To be able to observe and describe some historical photographs and artefacts.	<u>Secondary lines of enquiry</u> To recognise the human and physical features of their own locality. To be able to make simple maps of their own environment To recognise local landmarks such as churches. To be able to make comparisons between their own environment and one other country.;	<u>Secondary lines of enquiry –</u> What might an explorer need? How does a pirate use a treasure map? Comparison between real and fictional pirates. What might we find in the jungle? How could we survive in the jungle? How do astronauts get to space? What will we find in outer space? To recognise the human and physical features of other environments. To be able to make simple maps of real and fictional places	<u>Secondary lines of enquiry –</u> What will we find in outer space? To be able to observe and describe some historical photographs and artefacts. To order historical artefacts based on chronology To be able to make comparisons between toys and transport and those in the past. Through stories, I can learn about another culture and compare it to a familiar one (Ghanian Goldilocks)	<u>Secondary lines of enquiry –</u> What is the weather like in the different seasons? What clothing and items do we associate with the different seasons? Can we sort minibeasts by criteria such as legs/no legs and wings/no wings. I can describe the features of some minibeasts and discuss where they live I can describe how minibeasts protect themselves such as hibernation and camouflage. I can describe the stages in the lifecycle of a butterfly and a frog.	<u>Secondary lines of enquiry –</u> Using stories, I can talk about olden day and modern day royal families I understand the difference between fictional and real life settings and characters Children can look at the similarities and differences between environments such as forest, woodland, meadows, castles and homes.

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<u>Vocabulary –</u> Family (and specific members) Prefer Favourite Different Similar Years Before, long ago, earlier Younger Growth Change	<u>Vocabulary –</u> Building House, cottage, farmhouse, windmill, hut, lighthouse, caravan, motorhome, apartment, flat Environment Path, walkway, pavement, alley, road, garden, yard, allotment, field, tree, wood, forest, plant, leaves Country Continent India Village, Town, City, Hut Weather Market	<u>Vocabulary –</u> Explorer Pirate Maps, key Treasure Ship Overseas Ocean Jungle Survive Shelter Rainforest Space Astronaut Rocket Planet Travel Transport	<u>Vocabulary –</u> Toys—dolls, bears, teddy, spinning top, figurine, marbles, ark Years, Before, long ago, earlier Old and Modern Past Future Compare Order Toymaker Factory Handmade History Ghana	<u>Vocabulary –</u> Seasons – Autumn, Spring, Summer, Winter Hot, warm, Cool Wind, breeze Snow, frost, ice Sunshine, heat, warmth Minibeasts names Egg, caterpillar, pupa, chrysalis, cocoon, butterfly, metamorphosis Frog, tadpole, froglet, frogspawn	<u>Vocabulary –</u> Royal; queen. King, prince, princess, monarch, throne, castle Bridge, meadow, hill, bridge, stream, beck, valley Forest, woodland, woodcutter, grandmother, basket, pathway
<u>Key observation points for on track –</u> Children enjoy communicating about their own family and special times in their memory. They also listen to others and are open to the discussion of how families are different. Children can make comments about how they have changed over time. Children can sequence photographs of their growth over time. Children can share their	<u>Key observation points for on track –</u> Children begin to construct maps of their local area. Children can explore artefacts, stories and photographs from another culture and begin to offer comments about how this differs from their own experiences. Children can use key vocabulary to talk about objects, photographs and stories from the past.	<u>Key observation points for on track –</u> Children will draw simple maps including those of their immediate environment and fictional places. Children will talk about places in the world and compare these to their own locality. Children will use specific vocabulary which reflects contrasting places. Children will use vocabulary which names specific features of the	<u>Key observation points for on track –</u> Children will talk about experiences which are familiar to them and how these may have differed in the past. Children will organise artefacts based on chronology and recognise things happened before they were born. Children will be able to talk about similarities and differences between stories including how things have changed over time.	<u>Key observation points for on track –</u> Children will be able to compare and discuss items which belong to each season They will be able to talk about changes to the environment, such as leaves changing colour, flowers growing, warmer/colder weather Children will be able to sort and name minibeasts based on their features Children will be able to understand that a lifecycle is continuous	<u>Key observation points for on track –</u> Children will be able to talk about our royal family and think of simple ways they have changed over time. Children will be able to talk about fictional and real life settings and explain how they know the difference. They will talk about how environments in stories vary from one another and compare these to the world they know.

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memories and experiences through photographs, discussion, mark making or writing, craft materials or role play.		world, both natural and manmade.	Children can use everyday items such as food, homes and clothing to compare life in one country to another	and describe the features of at least one lifecycle.	
<u>Key texts –</u> Pete the Cat - Rocking in my school Shoes – Eric Litwin I am Too Absolutely Small for School – Lauren Child Starting school – Janet and Alan Ahlberg Titch – Pat Hutchins When I was Little The Growing Story – Ruth Krauss and Helen Oxenbury When I Grow Up – Tim Minchin Olivers’ Oliver’s Vegetables – Vivian French	<u>Key texts –</u> The Town Mouse and the Country Mouse Home – Carson Ellis A Day in India – Big Cat Book Red Riding Hood (routes to another place) A Gift for Amma – Meera Sriram and Mriona Cabassa	<u>Key texts –</u> Pirates Love Underpants—Claire Freedman The Pirates Next Door Rumble in the Jungle—Giles Andrea Monkey Puzzle—Julia Donaldson The Way Back Home—Oliver Jeffers Whatever Next! - Jill Murphy Here Come the Aliens—Colin McNaughton The Man on the Moon—Simon Bartram	<u>Key texts –</u> Toys in Space—Mini Graham The Toymaker—Martin Waddell and Terry Milne Dogger—Shirely Hughes Threadbear—Mick Inkpen Old Bear—Jane Hissey Ghanian Goldilocks – Dr Tamara Pizzoli Goldilocks and the Three Bears	<u>Key texts –</u> The Ant and the Grasshopper Superworm – Julia Donaldson The Crunching Munching Caterpillar – Sheridan Cain The Very Hungry Caterpillar- Eric Carle Mad About Minibeasts – Giles Andrea	<u>Key texts –</u> The Queen’s Hat Don’t Wake the Royal Baby Cinderella The Three Billy Goats Gruff Little Red Riding Hood