

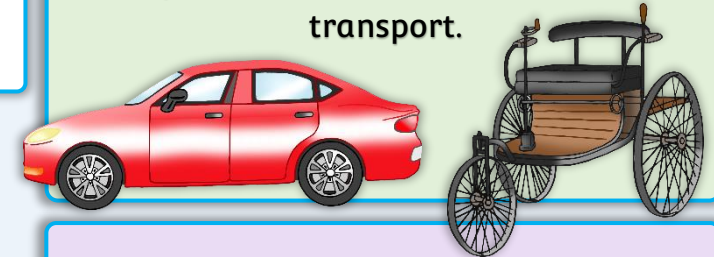
# Reception

## Examples to support learning

Encourage children to share pictures of their family and listen to what they say about the pictures.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Present children with pictures, stories, artefacts, and accounts from the past, explaining similarities and differences. Show images of familiar situations in the past, such as homes, schools, and transport.



Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments.

Using examples from real life and from books, show children how there are many different families.



## Understanding the World

# 1

Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors, and teachers.



Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Listen to what children say about their own experiences with people who are familiar to them.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

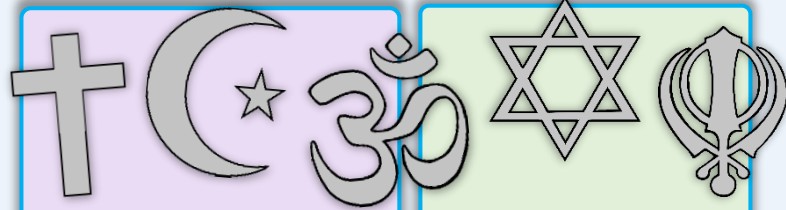
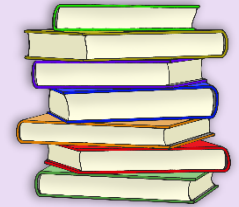
# Reception

## Examples to support learning

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Draw out common themes from stories, such as bravery, difficult choices, and kindness, and talk about children's experiences with these themes.



## Understanding the World 2

Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Take children to places of worship and places of local importance to the community.

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads, and other simple features.

# Reception

## Examples to support learning



Encourage focused observation of the natural world.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Provide children with frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Offer opportunities to sing songs and join in with rhymes and poems about the natural world.



After close observation, draw pictures of the natural world, including animals and plants.

Create opportunities to discuss how we care for the natural world around us.

## Understanding the World 3

Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.

Use images, video clips, shared texts, and other resources to bring the wider world into the classroom. Listen to what children say about what they see.

Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.



Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

# Reception

## Examples to support learning

Look for children incorporating their understanding of the seasons and weather in their play.



Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.

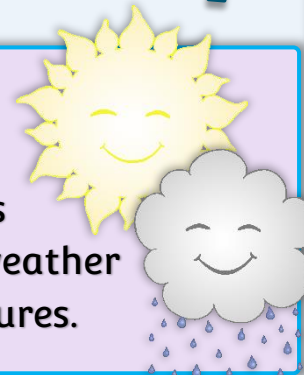
Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.

Share non-fiction texts that offer an insight into contrasting environments.

## Understanding the World 4

Guide children's understanding by drawing children's attention to the weather and seasonal features.



Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.



Teach children about a range of contrasting environments within both their local and national region. Model the vocabulary needed to name specific features of the world, both natural and made by people.

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Using examples from real life and from books, show children how there are many different families.

## Understanding the World 1

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Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

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Draw out common themes from stories, such as bravery, difficult choices, and kindness, and talk about children's experiences with these themes.

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Take children to places of worship and places of local importance to the community.

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

## Understanding the World 2

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads, and other simple features.

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After close observation, draw pictures of the natural world, including animals and plants.

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## Understanding the World 4

Guide children's understanding by drawing children's attention to the weather and seasonal features.

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