

**Autumn Term - Reception**

Programme of Study	Knowledge, Skills and Understanding	Activities/Links to Topics
<p>Ourselves Understanding the world History- Personal history and life events.</p>	<p>Talk about members of their immediate family and community.</p> <p>Where they come from/family trees.</p> <p>Name and describe people who are familiar to them.</p> <p>Chronology</p>	<p>During dedicated talk time, listen to what children say about their family.</p> <p><b>(Family tree activities)</b> Share information about your own family, giving children time to ask questions or make comments.</p> <p><b>(Adults could share family tree/family photographs/explain some key events in their lives.)</b> Encourage children to share pictures of their family and listen to what they say about the pictures. <b>(family timeline activities- siblings being born/pets/special family events)</b> Using examples from real life and from books, show children how there are many different families. <b>(your history is different to other people's histories)</b> Talk about the history of their families jobs and the roles across the community.</p>
<p>Understanding the world History</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p><b>(story time activities books within a reading area/during Literacy work identify past and present)</b> Feature fictional and non-fictional characters from a range of cultures and times in storytelling; listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these</p>

		<p>themes.  <b>(Black history month activities exploring key figures within the black community that changed history eg- Martin Luther King/Rosa Parks.)</b>          In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
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Spring Term - Reception		
Programme of Study	Knowledge, Skills and Understanding	Activities/Links to Topics
<p>Making a map            Understanding the world            Geography</p>	<p>Draw information from a simple map.            Identifying human and physical geography.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.  <b>(look at and discuss images of around the school grounds/go on a school grounds walk and discuss what the children notice about their surroundings, buildings/trees/gates/railings/houses. Look inside the school at the geography around them within their classroom, corridor and halls)</b>            Familiarise children with the name of the road, and or village/town/city the school is located in.  <b>(Show the children pictures of the outside of the school, the names of streets, local area, shops churches. Children to go on a local walk. Children to create a simple map of their route within or out of school.)</b>            Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and</p>

		<p>other simple features.  <b>(create a map of their school or local area using the aerial photographs, identify shops, churches, restaurants etc.)</b>  Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.  <b>(children explain the maps they draw.)</b></p>
<p>Understanding the world  <i>Geography</i></p>	<p>Explore the natural world around them.</p>	<p>Provide children with have frequent opportunities for outdoor play and exploration.  <b>(Children can explore the geography of the area around them, what do they notice, can they see things which are natural or that have been made by humans.)</b>  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.  <b>(Discuss what they can notice about the natural world)</b>  Create opportunities to discuss how we care for the natural world around us.  <b>(Discuss topics like global warming, climate change and how we can help on a small scale.)</b>  After close observation, draw pictures of the natural world, including animals and plants.</p>

Summer Term - Reception		
Programme of Study	Knowledge, Skills and Understanding	Activities/Links to Topics
<p>The world-Focus on Africa  Understanding the world  History and Geography</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.  Comparison  Contrasting</p>	<p>Handa's surprise book  Teach children about places in the world that contrast with locations they know well.  <b>(Africa and the UK, atlas work, google earth, use the globe to show the children where Africa is and where the UK is. Discuss differences between the two places)</b>  Use relevant, specific vocabulary to describe contrasting locations.  <b>(Vocabulary from the book, key vocabulary for African traditions.)</b>  Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p>

		<p><b>(Can the children notice any differences or similarities between these two places.)</b>          Listen to what children say about what they see. 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.</p> <p><b>(compare and contrast differences in culture, school, food. Compare what they notice is different in the story to what we have to do if we take a present to a friend.)</b></p>
<p>Comparison of Transport- Past and present          Understanding the world          History</p>	<p>Comment on images of familiar situations in the past.</p> <p>Chronology</p> <p>Comparison</p> <p>Recognition</p> <p>Ordering</p>	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p><b>(Comparison of photographs of transport/themselves as they have grown up 2's, nursery and reception. Talk with adults about differences and similarities of schools.)</b></p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p> <p><b>(Discussion of the theatre royal from the pantomime visit and the history of the building. Use images from the visit to support.)</b></p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p><b>(Their journey through life so far, look at photographs changes in themselves and the things around them.)</b></p> <p>Look for opportunities to observe children</p>

		<p>talking about experiences that are familiar to them and how these may have differed in the past.</p> <p><b>( 2's/nursery/reception)</b></p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p><b>(Activities of sorting images from their own past/ from the past during the year at school eg the school production/ poppy day/any visitors or key events. Timeline work together as a class or within books during adult led. The addition of siblings/pets or occasions before they were born)</b></p>
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