

Understanding the World

Reception	
Knowledge, Skills and Understanding breakdown for <u>Understanding the World</u>	
People, Culture and Communities	The Natural World
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. Name and describe people who are familiar to them- * Ask questions and make comments about their own and others' families; * Discuss their own experiences with people who are familiar to them. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class- * Comment on images of familiar situations in the past, e.g., homes, schools, transport. • Compare and contrast characters from stories, including figures from the past- * Understand the past through settings, characters and events encountered in books read in class and story-telling. 	<ul style="list-style-type: none"> • Explore the natural world around them. Understand the effect of changing seasons on the natural world- * Describe what they see, hear and feel whilst outside; * Name, describe and make observations of plants, animals/minibeasts. • Draw information from a simple map- * 'About Me' topic features a large map detailing where everybody is from in the world; * Look at aerial views of the school setting, commenting on what they notice; * Children to draw simple maps of their immediate environment. • Recognise some environments that are different from the one in which they live- * Recognise and describe/explain some similarities and differences between life in this country and life in other countries (including in the natural world), drawing on knowledge from stories, non-fiction texts and, when appropriate, maps; * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Challenge	
<p>Reception</p> <ul style="list-style-type: none"> • Think about peoples' roles in society; • Organise events using basic chronology, recognising that things happened before they were born. 	<ul style="list-style-type: none"> • Use vocabulary related to their immediate environment; • Use relevant, specific vocabulary to describe contrasting locations, thinking about both natural and manmade features; • Discuss how we can care for the natural world around us.