

Reception Long Term Plan- Core knowledge document

Autumn 1	
Strand: UTW	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <p>Teach, model and scaffold:</p> <ul style="list-style-type: none"> - What a family is and what their role is within their family - Different roles and jobs within a family e.g. who cooks, cleans, what they do for work and family routines. - To talk about what activities, they do with their families and where they go in the local area. - To talk about important people in their lives. - Understand what a special time/event is and describe significant events in their experience. - The concept of past and present. (Things that have already happened or things that are happening now) - Children enjoy exploring the natural world - Some vocabulary related to the natural world (weather, hill, forest, sky, wind, sun, pond,) - Names of some common local animals and plants (E.G pigeon, squirrel, fox, lily, daisy, sycamore, acorns, plane trees) - Discuss what an environment is and different environments that they know. 	<p>Classroom:</p> <p>Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> - Daily weather/ season chart - Birthday Chart - Home corner with resources that resemble different households. - Changing States Focus Cooking activities: making toast, boiling an egg, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked. <p>Small world:</p> <ul style="list-style-type: none"> - Different people (Showing different religious outfits, jobs, disabilities etc.) - Variety of environments (forest, desert etc.) - Animals that are local to school (fox, pigeon etc.) <p>Home corner:</p> <ul style="list-style-type: none"> - Books displaying variety of families and people with different job roles - (E.G William Morris, Winston Churchill, Sydney Smit, Samuel Williams, John Constable, Edward Bawden, JMW Turner, Bobby Moore, Eva Hart, etc) - Enhancement to home corner during festival times to model how different religions/cultures celebrate - Food should replicate different cultures <p>Reading area:</p> <ul style="list-style-type: none"> - Books displaying variety of families/people with different job roles/people in the outdoors - Non-fiction books (nature/seasons/weather) - Nursery rhymes related to the outdoors <p>Outside:</p>

- Know **local environment** to the school through images, videos, visit.
- Describe daily weather and link to the seasons (rain, snow, sun, fog, mist, cloudy, autumn, winter)
- Different seasons throughout the year. To describe Autumn and the changes that take place
- Name the days of the week and daily routines. Day and Night.
- To describe Autumn (season, autumn, foliage, wind, amber, harvest, berry picking, what do animals/birds do in Autumn? Squirrels, foxes, rats, spiderlings, worms, geese, bees, wasps, temperature, September, October, November)
- Looking at and exploring different stories, non-fiction texts and maps related to this country and the environment
- Discuss what religion is and the different family religions from their class
- Discuss and know what a community is.
- Know which country they live in and can describe life in this country.

- Plants
- Equipment for planting (shovels, watering cans etc)

Water:

- Materials to help mimic weather (spray bottles for spitting, bubbles for clouds etc)
- Large blocks of ice with objects frozen inside – what happens to the ice?

Construction:

- Pictures of different buildings/ homes (flats, bungalows, houses etc)
- Making maps of our school, homes, local area.

Additional:

- Local walk around local area with a focus on what is there (making observations of environment (parks, houses, flats, religious buildings etc.))
- Rosh Hashanah
- Harvest Festival
- Prophet Muhammad's Birthday
- Yom Kippur
- Guru Nanak Birthday

Autumn 2

Strand: UTW

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

Teach, model and scaffold:

Core Provision

Classroom:

Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.

- The teacher's role in society, and others in school (LTA, caretaker, lunchtime staff), and know why they are important
- Different events that have happened in the recent past. (Birthdays, celebrations etc.)
- What are similarities and differences?
- To describe similarities and differences of their history – e.g. from birth to now
- To describe past and present events that happened in the lives of themselves and their families.
- Learning how people celebrate traditions differently and family customs. To talk about their own experiences.
- To know some characters from history, based on books read.
- Observational skills taught and modelled by an adult. (E.G- looking closely, making comments on what you can see, using different senses, concentration etc.)
- Know how to make observations of animals and plants (Grow, move, need food, change etc.)
- To begin looking at difference between plants and animals. (E.G- need food/make food)
- To know what an environment is
- To describe their **local environment** (parks, flats, houses, schools, religious buildings, shops etc.)
- To draw comparisons between parts of their local environment (E.G. What is similar? What is different? homes, places of worship, shops)

- Daily weather/ season chart
- Books displaying different celebrations/special events throughout the year
- Magnifying glasses
- Changing States Focus Cooking activities: making toast, boiling an egg, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked.

Small world:

- Different people (Showing different religious outfits, jobs, disabilities etc.)
- Variety of environments (forest, desert etc.)
- Animals that are local to school (fox, pigeon etc.)
- Variety of buildings (religious buildings, houses, flats etc.)

Home corner:

- Books displaying variety of families and people with different job roles
- Enhancement to home corner during festival times to model how different religions/cultures celebrate
- Food should replicate different cultures

Reading area:

- Books containing key historical figures (E.G William Morris, Winston Churchill, Sydney Smit, Samuel Williams, John Constable, Edward Bawden, JMW Turner, Bobby Moore, Eva Hart, etc.)
- Books containing plants and animals (including life cycles.)

Outside:

- Magnifying glasses
- Clipboards and pencils
- Plants
- Equipment for planting (shovels, watering cans etc)

Water:

- Variety of resources to help model changes (bubbles, food colouring, sugar, salt, spoons, whisks, jello-bath, oil, coloured sherbet, ice, pipits, spray bottles. Etc.)

Construction:

- Pictures showing different buildings (including some local streets and buildings)
- Making maps of our school, homes, local area.

<ul style="list-style-type: none"> - To describe winter and the changes that take place in winter. (season, winter, frost, fog, snow, chilly, icy, what do birds do? animals growing extra fur, hibernation, wind, rain, hailstones, temperature, December, January, February) - To describe some states of change (E.G: ironing clothes/material, making toast) - To know what religion is and name some common religions - To know what a community is and give some examples of communities, scaffolded by adults - To discuss life in this country and in other countries using stories, non-fiction text and maps - To begin describing life in this country and comparing it to other countries 	<p>Additional:</p> <ul style="list-style-type: none"> - Local walk around local area with a focus on describing environment (parks, houses, flats, religious buildings, schools, shops etc.) - Diwali - Advent - Birthday of Guru Nanak - St Andrews Day - Hanakkah - Visit to a church - Carolling service - Christmas nativity - Christmas
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Spring	
Strand: UTW	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <p>Teach and model:</p> <ul style="list-style-type: none"> - Discuss and describe some similarities and differences in their family history. (E.G- birth countries, living arrangements etc.) - To know some local community leaders and their role within the community and society. 	<p>Classroom:</p> <p>Every half term take a photo of the children in the outside area to look at similarities and differences and link changes overtime eg, growing up, the natural environment, weather, seasons etc.</p> <ul style="list-style-type: none"> - Daily weather/ season chart - Birthday Chart - Magnifying glasses - Clipboards and pencils - Changing States Focus Cooking activities: making toast, boiling an egg, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked.

- Name some different contrasting environments (E.G- rainforest, desert etc.)
- To describe contrasting environments using key knowledge and vocabulary read in class.
- To begin independently making observations of the local environment
- The Life of a key historical character and be able to describe it in some detail (based on a text that has been read.)
- Make comparisons between their life and the life of a key historical character (based on a text that has been read.)
- Knowing names of different faith leaders and how they help people within the local community.
- Observe the growth of a plant from seed and be able to describe the changes that are occurring.
- To make an observational sketch of a plant, naming the key parts. (E.G- stem, leaf, flower, roots)
- To observe the life cycle of a common animal and describe the stages of the life cycle.
- To know the life cycle of a human being and describe the stages of the life cycle.
- To describe Spring and the changes that take place in spring. (Grow, change, rainbows, bulbs, rock pooling, migration, planting, lambs, nesting, compost, blossom, hatch, bud, breeze, Easter, life cycle etc. March, April, May)
- To describe some states of change (E.G: ironing clothes/material, making toast)
- Describe different materials and their properties.

Small world:

- Different people (Showing different religious outfits, jobs, disabilities etc.)
- Variety of environments (forest, desert etc.)
- Animals that are local to school (fox, pigeon etc.)
- Variety of buildings (religious buildings, houses, flats etc.)

Home corner:

- Books displaying variety of families and people with different job roles
- Enhancement to home corner during festival times to model how different religions/cultures celebrate
- Food should replicate different cultures

Reading area:

- -Books displaying different religions/communities/historical figures (E.G William Morris, Winston Churchill, Sydney Smit, Samuel Williams, John Constable, Edward Bawden, JMW Turner, Bobby Moore, Eva Hart, etc.)
- Outside:
 - Seeds to plant.
 - Plants to observe, look after etc.
 - Resources to help with planting (shovel, watering cans etc.)
 - Clipboards and pencils
 - Magnifying glasses

Water:

- A range of resources available for children to explore (tubes, watering cans, funnels, pipits, food colouring, bubbles, etc.)

Construction:

- Pictures of different environments from around the world. (rainforest, city, country, farm, Antartica etc.)
- Making maps of our school, homes, local area.

Additional:

- Hogmanay/New Years Day
- Visit to a different religious building. (or alternatively have someone come in to share about their religion and religious practises)
- Chinese New Year
- World Religion Day
- Shrove Tuesday
- Lent
- St David's Day 1st March
- Holi
- St Patrick's Day 17th March

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| <ul style="list-style-type: none"> - Discuss how people look after our local environment and what we can do to protect our environment, animals and plants. - To know key vocabulary related to different environments, including their local environment. To use this key vocabulary to describe their local environment - Begin developing confidence when exploring different stories, non-fiction texts and maps - Name and discuss different religions - Know different cultural communities in this country - With scaffolding, discuss some similarities and differences between different religions and cultural communities - Begin sharing similarities and differences between different religions - With scaffolding, discuss some similarities and differences between life in this country and other countries - Explore stories and non-fiction texts showing different countries around the world - Explore stories, non-fiction texts and maps discussing and making predictions about the countries in the stories. | <ul style="list-style-type: none"> - Mothers Day - Passover/Pesach - Easter (Holy Week, Palm Sunday) - Vaisakhi - Festival of Pure Brightness - Earth Day (22nd April) - St Georges Day 23rd April - The Big Pedal: inter-school cycling and scooter-based challenge. - VE DAY - May Day (May Pole Dance) - Ramadan (dependent) - Vesak Festival (Buddhist festival) - Walk to School Week - Mental Health Week (yoga, outdoor classroom, exercise) <ul style="list-style-type: none"> - A form of life cycle in the class for the children to observe (Butterflies, ducklings etc.) |
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Summer

Strand: UTW

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

To teach and encourage the children to independently:

Core Provision

Classroom:

- How to make careful observations (watch object over a given time period, use senses, look closely with a magnifying glass etc.)
- The importance of bees and their important part in maintaining our planet.
- To discuss ways to help local people and their local community (E.G- recycling, visiting care homes etc.)
- Understand why trees are important and how to look after our natural world to preserve it.
- To look at different habitats of local animals, mini beasts, and make connections and observations to our immediate world around us. Make a mini beast hotel, plant bee friendly flowers, make shelters for bees, bird baths etc to observe our own natural habitat.
- Explain and describe the changes observed in plants and animals throughout different seasons.
- To make observational sketches/drawings of changes observed in a plant across different seasons.
- How to explore the natural world. (What to look/listen for?)
- To describe Summer and the changes that take place in Summer. (Grow, change, blossom, June, July, August, growing, flowers, temperature, sun, honey, making hay, growing, pond dipping, butterflies, moths, bees)
- To compare the seasons, noting the changes that occur and similarities and differences between them.
- To understand differences and similarities between how we live now and the past. How we do things differently E.G, how phones look different, the use of computers, cookers and microwaves, how have toys changed? (Using evidence from past experiences and books they have read.)

Every half term, take a photo of the children in the outside area to look at similarities and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.

- Daily weather/ season chart
- Birthday Chart
- Home corner with resources that resemble different households.
- Changing States Focus Cooking activities: making toast, boiling an egg, boiling a kettle, blowing out a candle, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be linked.

Small world:

- Different people (Showing different religious outfits, jobs, disabilities etc.)
- Variety of environments (forest, desert etc.)
- Animals that are local to school (fox, pigeon etc.)
- Variety of buildings (religious buildings, houses, flats etc.)

Home corner:

- Books displaying variety of families and people with different job roles
- Photos labelled of homes now and in the past.
- Photos/equipment labelled of equipment now and in the past
- Photos labelled of toys now and in the past.
- Photos of the local area of now and in the past to make comparisons.
- Enhancement to home corner during festival times to model how different religions/cultures celebrate
- Food should replicate different cultures

Reading area:

- Variety of books around different topics (past/historical Figures E.G William Morris, Winston Churchill, Sydney Smit, Samuel Williams, John Constable, Edward Bawden, JMW Turner, Bobby Moore, Eva Hart, etc.)
- Seasons/weather/food

Outside:

- Seeds to plant.
- Plants to observe, look after etc.
- Resources to help with planting (shovel, watering cans etc.)
- Clipboards and pencils
- Magnifying glasses

Water:

- A range of resources available for children to explore (tubes, watering cans, funnels, pipits, food colouring, bubbles, etc.)

- To independently discuss the past making comparisons with the present.
- Explain likes and dislikes and the reasons why.
- Explain similarities and differences in regard to: families, beliefs, customs, traditions.
- To describe their community and their own experiences.
- To describe changing states of things pertinent to them (food, seasonal weather etc.)
- To understand and discuss where our food comes from (juice, milk, cereal, fruits, vegetables, pasta). Discuss facts about fruits and vegetables.
- Use key vocabulary to describe their local environment
- Confidently explore different stories, non-fiction texts and maps to retrieve relevant information
- Begin independently talking about similarities and differences between different religions and cultural communities in this country based on their own experiences and class reading.
- Begin to independently talk about and describe some similarities and differences between life in this country and life in other countries, based on knowledge from stories, non-fiction texts and maps (where appropriate)
- Make detailed observations of the immediate environment (What can they see, hear, smell, feel? Etc)
- To recognise and refer to similarities and differences in their immediate environment and the texts, stories and maps they have seen

- Changing states of matter: ice added to warm water.

Construction:

- Pictures of different environments from around the world. (rainforest, city, country, farm, Antarctica etc.)
- Pictures showing different buildings (including some local streets and buildings)
- Photos of the local area to make comparisons of current modern and past.
- Making maps of our school, homes, local area.

Additional:

- Visit to a different religious building. (or alternatively have someone come in to share about their religion and religious practises.)
- Visit to a local forest/pond dipping area etc.
- May Day
- World Environment Day (5th June)
- World Ocean Day
- Hajj
- Eid-ul-Fitr
- Eid-ul-Adha

– Confidently describe their immediate environment using key vocabulary	
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