

Reception Long Term Plan- Core knowledge document

Autumn 1 Strand: UTW		
Core Taught	Core Provision	
Specific learning from taught sessions, focused on knowledge and skills: Teach, model and scaffold:	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.	
 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. 	 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. 	
 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. 	 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.) 	
 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 	 Home corner: Books displaying variety of families and people with different job roles (E.G William Morris, Winston Churchhill, 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 	
 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. 	 Reading area: 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 Outside:	



-	Know local environment to the school through images, videos, visit.	 Plants Equipment for planting (shovels, watering cans etc)
-	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	 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?
-	Name the days of the week and daily routines. Day and Night.	 Construction: Pictures of different buildings/ homes (flats, bungalows, houses etc) Making maps of our school, homes, local area.
-	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)	 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
-	Looking at and exploring different stories, non-fiction texts and maps related to this country and the environment	 Prophet Muhammad's Birthday Yom Kippur Guru Nanak Birthday
-	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.	

Goresbrook School The best in everyone[™]

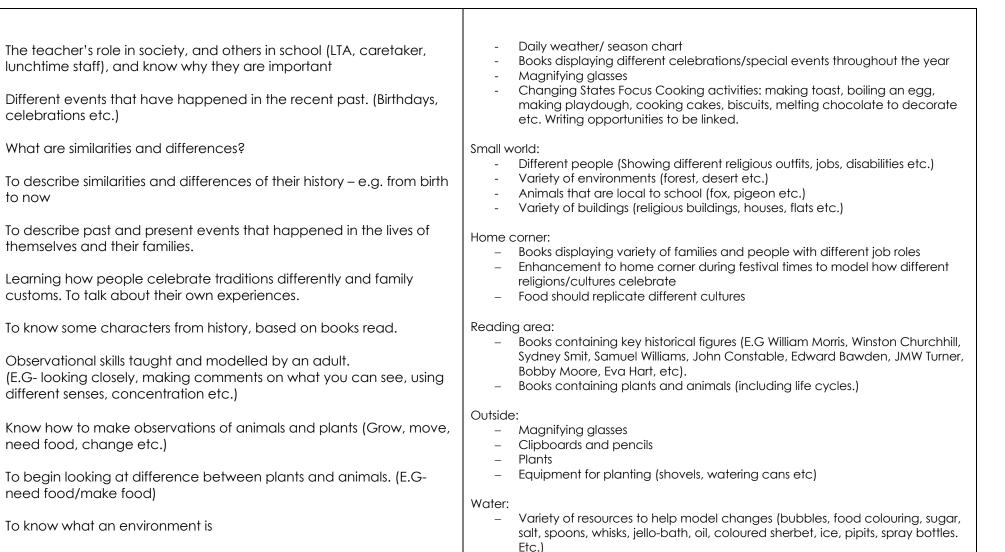
Part of United Learning

Autumn 2	
Strand: UTW	
Core Taught	Core Provision
Specific learning from taught sessions, focused on knowledge and skills:	Classroom: Every half term, take a photo of the children in the outside area to look at similarities
Teach, model and scaffold:	and differences and link changes overtime E.G, growing up, the natural environment, weather, seasons etc.



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Walthamstow Primary Academy

The best in everyone"

Winston Way Academy

The best in everyone"

- To describe their **local environment** (parks, flats, houses, schools, religious buildings, shops etc.)

Salisbury Manor Primary School

The best in everyone"

- To draw comparisons between parts of their local environment (E.G. What is similar? What is different? homes, places of worship, shops)
- Construction: – Pictures showing different buildings (including some local streets and buildings)

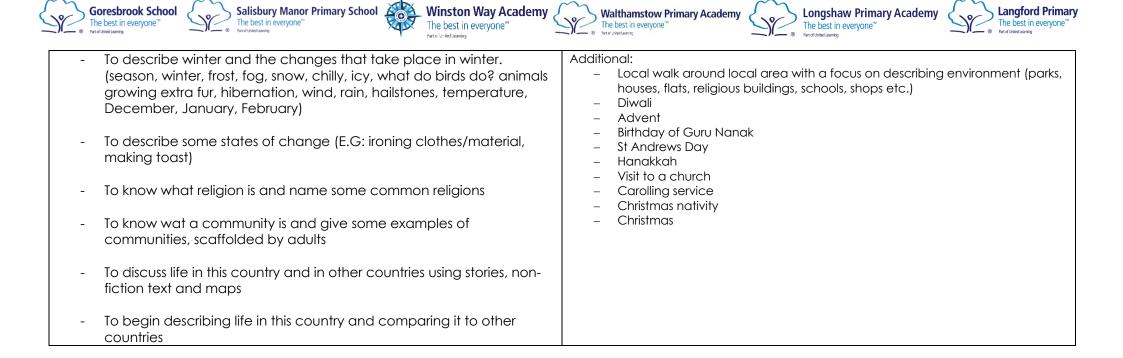
Longshaw Primary Academy

The best in everyone"

Langford Primary

The best in everyon

- Making maps of our school, homes, local area.



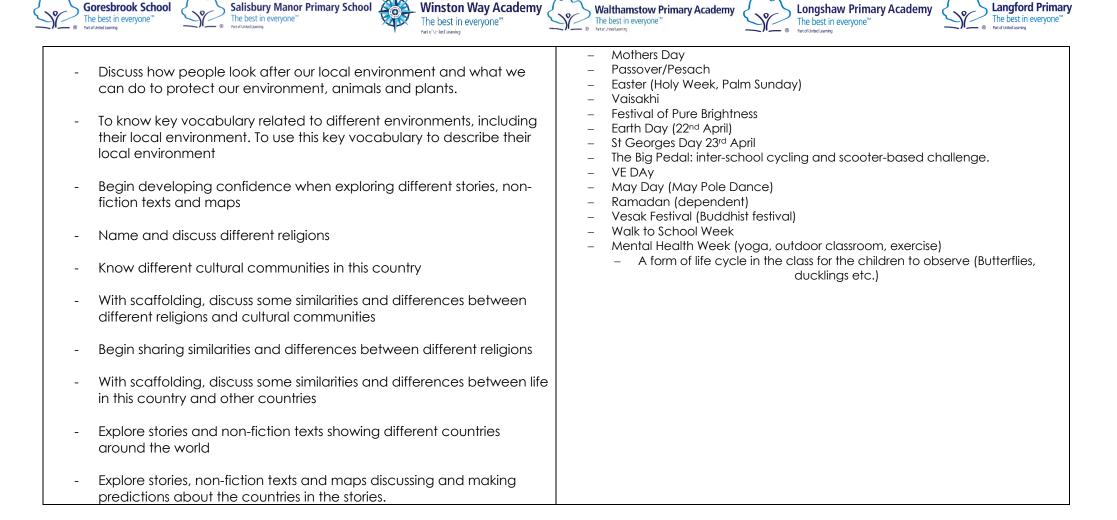
Spring		
Strand: UTW		
Core Taught	Core Provision	
Specific learning from taught sessions, focused on knowledge and skills:	Classroom: Every half term take a photo of the children in the outside area to look at similarities	
Teach and model:	and differences and link changes overtime eg, growing up, the natural environment, weather, seasons etc.	
- Discuss and describe some similarities and differences in their family history. (E.G- birth countries, living arrangements etc.)	 Daily weather/ season chart Birthday Chart Magnifying glasses Clipboards and pencils 	
 To know some local community leaders and their role within the community and society. 	 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. 	



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-	Name some different contrasting environments (E.G- rainforest, desert etc.)	 Small world: Different people (Showing different religious outfits, jobs, disabilities etc.) Variety of environments (forest, desert etc.)
-	To describe contrasting environments using key knowledge and vocabulary read in class.	 Animals that are local to school (fox, pigeon etc.) Variety of buildings (religious buildings, houses, flats etc.)
-	To begin independently making observations of the local environment	 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
-	The Life of a key historical character and be able to describe it in some detail (based on a text that has been read.)	 Food should replicate different cultures Reading area:
-	Make comparisons between their life and the life of a key historical character (based on a text that has been read.)	 Books displaying different religions/communities/historical figures (E.G William Morris, Winston Churchhill, Sydney Smit, Samuel Williams, John Constable, Edward Bawden, JMW Turner, Bobby Moore, Eva Hart, etc).
-	Knowing names of different faith leaders and how they help people within the local community.	 Outside: Seeds to plant. Plants to observe, look after etc.
-	Observe the growth of a plant from seed and be able to describe the changes that are occurring.	 Resources to help with planting (shovel, watering cans etc.) Clipboards and pencils Magnifying glasses
-	To make an observational sketch of a plant, naming the key parts. (E.G- stem, leaf, flower, roots)	Water: - A range of resources available for children to explore (tubes, watering cans, funnels, pipits, food colouring, bubbles, etc.)
-	To observe the life cycle of a common animal and describe the stages of the life cycle.	Construction: – Pictures of different environments from around the world. (rainforest, city, country, farm, Antartica etc.)
-	To know the life cycle of a human being and describe the stages of the life cycle.	 Making maps of our school, homes, local area. Additional:
-	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)	 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
-	To describe some states of change (E.G: ironing clothes/material, making toast)	 Lent St David's Day 1st March Holi
-	Describe different materials and their properties.	 St Patrick's Day 17th March



Summer		
Strand: UTW		
Core Taught	Core Provision	
Specific learning from taught sessions, focused on knowledge and skills:	Classroom:	
To teach and encourage the children to independently:		



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Walthamstow Primary Academy



	Even the left terms to be a subject of the application in the event table over the left of the subject of the
	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,
 How to make careful observations (watch object over a given time 	weather, seasons etc.
period, use senses, look closely with a magnifying glass etc.)	- Daily weather/ season chart
	- Birthday Chart
 The importance of bees and their important part in maintaining our 	- Home corner with resources that resemble different households.
planet.	- Changing States Focus Cooking activities: making toast, boiling an egg,
To discuss wows to hole local populations at their local construction (5.0	boiling a kettle, blowing out a candle, making playdough, cooking cakes, biscuits, melting chocolate to decorate etc. Writing opportunities to be
- To discuss ways to help local people and their local community (E.G-	linked.
recycling, visiting care homes etc.)	in iteo.
 Understand why trees are important and how to look after our natural 	Small world:
world to preserve it.	- Different people (Showing different religious outfits, jobs, disabilities etc.)
	- Variety of environments (forest, desert etc.)
 To look at different habitats of local animals, mini beasts, and make 	 Animals that are local to school (fox, pigeon etc.) Variety of buildings (religious buildings, houses, flats etc.)
connections and observations to our immediate world around us.	
Make a mini beast hotel, plant bee friendly flowers, make shelters for	Home corner:
bees, bird baths etc to observe our own natural habitat.	 Books displaying variety of families and people with different job roles
	 Photos labelled of homes now and in the past.
 Explain and describe the changes observed in plants and animals 	 Photos/equipment labelled of equipment now and in the past Photos labelled of toys now and in the past.
throughout different seasons.	 Photos labelled of roys 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
 To make observational sketches/drawings of changes observed in a related agreed of the second second	religions/cultures celebrate
plant across different seasons.	 Food should replicate different cultures
 How to explore the natural world. (What to look/listen for?) 	Reading area:
	 Variety of books around different topics (past/historical Figures E.G William
 To describe Summer and the changes that take place in Summer. 	Morris, Winston Churchhill, Sydney Smit, Samuel Williams, John Constable,
(Grow, change, blossom, June, July, August, growing, flowers,	Edward Bawden, JMW Turner, Bobby Moore, Eva Hart, etc).
temperature, sun, honey, making hay, growing, pond dipping, butterflies,	 Seasons/weather/food
moths, bees)	
	Outside: – Seeds to plant.
 To compare the seasons, noting the changes that occur and 	 Plants to observe, look after etc.
similarities and differences between them.	 Resources to help with planting (shovel, watering cans etc.)
	 Clipboards and pencils
 To understand differences and similarities between how we live now 	 Magnifying glasses
and the past. How we do things differently E.G, how phones look	Water:
different, the use of computers, cookers and microwaves, how have	 A range of resources available for children to explore (tubes, watering cans,
toys changed? (Using evidence from past experiences and books	funnels, pipits, food colouring, bubbles, etc.)
they have read.)	G,



Changing states of matter: ice added to warm water.

To independently discuss the past making comparisons with the Construction: present. Pictures of different environments from around the world. (rainforest, city, country, farm, Antartica etc.) Explain likes and dislikes and the reasons why. Pictures showing different buildings (including some local streets and buildinas) Explain similarities and differences in regard to: families, beliefs, Photos of the local area to make comparisons of current modern and past. customs, traditions. Making maps of our school, homes, local area. To describe their community and thier own experiences. _ Additional: Visit to a different religious building. (or alternatively have someone come in _ To describe changing states of things pertinent to them (food, to share about their religion and religious practises.) seasonal weather etc.) Visit to a local forest/pond dipping area etc. May Day To understand and discuss where our food comes from (juice, milk, World Environment Day (5th June) cereal, fruits, vegetables, pasta). Discuss facts about fruits and World Ocean Day vegetables. Haii Eid-ul-Fitr Use key vocabulary to describe their local environment Fid-ul-Adha Confidently explore different stories, non-fiction texts and maps to retrieve relevant information Begin independently talking about similarities and differences between different reliaions 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



 Confidently describe their immediate environment using key vocabulary