



# UNDERSTANDING THE WORLD

## RECEPTION CURRICULUM 2023-2024



Newbottle & Charlton  
CEVA Primary School

|                                        | Autumn 1<br>All about me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2<br>Celebrations                                                                                                                                                                                                                                                                                                                   | Spring 1<br>People who help us                                                                                                                                                                                                                                                          | Spring 2<br>Go outside                                                                                                                                                                                                                                                                      | Summer 1<br>Transport                                                                                                                                    | Summer 2<br>Around the world                                                                                                                                                                               |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Statutory Educational Programme</b> | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                             |                                                                                                                                                          |                                                                                                                                                                                                            |
| <b>RE</b>                              | <ul style="list-style-type: none"> <li>Know that Christians believe that God created the world.</li> <li>Know that the school they attend is a Christian school.</li> <li>Know that Christians are people who believe in God and that we are part of God's family.</li> <li>Know what a church looks like.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Know the Christmas story.</li> <li>Know that there are other religions with different celebrations.</li> <li>Know about Diwali and Ramadan.</li> <li>Know what a mosque looks like.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> | <ul style="list-style-type: none"> <li>Know what a Christening is.</li> <li>Know that babies are welcomed differently in other religions.</li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Know that Easter represents Jesus's last week on Earth.</li> <li>Know the Easter story.</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>Know what makes places special.</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Know some special stories from Christianity and Islam.</li> </ul>                                                                                                   |
| <b>Chronology</b>                      | <ul style="list-style-type: none"> <li>Know that some people are older than others.</li> <li>Know that they started life as a baby but have since grown and changed.</li> <li>Know the names of people that are significant to their own lives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Begin to use vocabulary related to the passing of time</li> <li>Recognise that some stories are set a long time ago.</li> <li>Know that parents are older than children and grandparents are older than parents.</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>Know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year)</li> <li>Know that stories and books can tell us about the past.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to recognise similarities and differences between the past and today.</li> <li>Use photographs and stories to compare the past with the present day.</li> <li>Use stories and non-fiction books to find out about life in the past.</li> </ul> | <ul style="list-style-type: none"> <li>Beginning to sequence events when describing them (e.g. daily routines, events in a story, lifecycles)</li> </ul> | <ul style="list-style-type: none"> <li>To recount activities that happened in their past using photos as a prompt</li> <li>Make simple observations about the past from photographs and images.</li> </ul> |



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|                | <b>Autumn 1</b><br><b>All about me</b>                                                                                 | <b>Autumn 2</b><br><b>Celebrations</b>                                                                                                                                                                                                                                              | <b>Spring 1</b><br><b>People who help us</b>                                                                                                                                                            | <b>Spring 2</b><br><b>Go outside</b>                                                                                                                                                                                                                                     | <b>Summer 1</b><br><b>Transport</b>                                                                                                                                                                                                       | <b>Summer 2</b><br><b>Around the world</b>                                                                                                                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enquiry</b> | <ul style="list-style-type: none"> <li>Begin to ask questions about the world around them.</li> </ul>                  | <ul style="list-style-type: none"> <li>Begin answering simple questions, guided by the teacher</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Begin asking questions about the differences they can see in photographs or images (in stories) that represent the past e.g. fire engines in the past</li> </ul> | <ul style="list-style-type: none"> <li>Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>Talk about the differences they observe in photos of transport from the past compared with today.</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Comment on the differences they observe between Africa and England using new vocabulary to describe it.</li> </ul>                                                                                       |
| <b>Mapping</b> | <ul style="list-style-type: none"> <li>Comment on the features they see in their school and school grounds.</li> </ul> | <ul style="list-style-type: none"> <li>Know that a map is a picture of a place.</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes</li> </ul>                                     | <ul style="list-style-type: none"> <li>Draw real or imaginary maps even if features are indistinguishable.</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Draw some of the features they notice in their school and school grounds.</li> <li>Begin to use modelled directional vocabulary when describing features in the surrounding environment</li> </ul> | <ul style="list-style-type: none"> <li>Know that usually water is represented in blue on a map or globe</li> <li>Recognise some features on maps (real or imaginary).</li> </ul>                                                                |
| <b>Places</b>  | <ul style="list-style-type: none"> <li>Know the name of their school and the place where they live.</li> </ul>         | <ul style="list-style-type: none"> <li>Explore the village and make observations about what they see. Look out for celebration decorations.</li> <li>Discuss how environments in stories and images are different to the environment they live in (avoiding stereotypes)</li> </ul> | <ul style="list-style-type: none"> <li>Know their address, not including post code. Relating to calling 999.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old)</li> <li>Know that places within this country can differ from each other</li> </ul> | <ul style="list-style-type: none"> <li>Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning (beginning to use some of the previously discussed vocabulary).</li> </ul>          | <ul style="list-style-type: none"> <li>Know that there are differences between places in this country and places in other countries.</li> <li>Know some vocabulary to describe different bodies of water, even if used inaccurately.</li> </ul> |





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|                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                   | Spring 2                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                        |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scientific knowledge | <ul style="list-style-type: none"> <li>Explore and make observations about the natural world in Autumn.</li> <li>Use their senses to explore and make observations about the materials in the classroom and playground.</li> <li>Begin to identify the body parts which can be seen.</li> <li>Discuss ways they have changed since being a baby.</li> </ul> | <ul style="list-style-type: none"> <li>Explore and make observations about the natural world in Winter.</li> <li>Use their senses to explore and make observations around the village.</li> <li>Identify an Oak tree.</li> </ul> | <ul style="list-style-type: none"> <li>Use their senses to explore and begin to identify living and non-living things.</li> <li>Explore the process of melting.</li> </ul> | <ul style="list-style-type: none"> <li>Explore and make observations about the natural world in Spring.</li> <li>Explore objects that sink and float.</li> <li>Discover different types of transport.</li> </ul> | <ul style="list-style-type: none"> <li>Know that the environment around us changes as time passes.</li> <li>Explore how to look after plants.</li> <li>Identify flowers: daisy, daffodil, tulip, sunflower, valerian (common in the village)</li> <li>Observe and explore insects and where they live.</li> </ul> | <ul style="list-style-type: none"> <li>Explore and make observations about the natural world in Summer.</li> <li>Know that there are four seasons in a year marked by certain weather conditions</li> <li>Discover animals from different countries.</li> </ul> |