Understanding the World Medium Term Plan				
Some aspects of Understanding the World can be found within the Reception RE curriculum.				
Term	Development Matters / ELGs	Learning Outcome	Possible Activities	Resources & Vocabulary
Autumn	**Topics – All about me & Once upon a time** **People and Communities** **Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.** Enjoys joining in with family customs and routines.	To enjoy joining in with family customs and routines. To talk about my weekend news. To begin to understand that other children do not always enjoy the same things as me. To begin to understand some similarities and differences between myself and others. To know some similarities and differences between my family and someone else's family.	**Direct Teaching** Talk about family customs and routines that they have enjoyed such as visiting other family members, having a birthday party/celebration, going on holiday etc. Talk about/draw a picture of a family custom that they have enjoyed. Share their weekend news with a small group. Talk about likes and dislikes. Do we all like the same things? Discuss and highlight that everyone is different, and we do not all enjoy the same things. Discuss physical similarities and differences between the children. Talk about hair, eye and skin colour, height, shoe size etc. Highlight that everyone is different, and we do not look the same. Explain that we are all unique. Discuss families – number of brothers, sisters etc. Compare with others. Talk about how families can be very different to our own. Discuss similarities and differences. **Exploration & investigative play** Opportunities to draw, paint or write about past and present events or news.	**Direct Teaching Resources** Quiet carpet space Paper, pencils, colouring pencils **Exploration & investigative play Resources** Paper, pencils, paint etc. **Vocabulary** Family, news, like, dislike, enjoy, similar, different, the same, unique

	The World		Direct Teaching	Direct Teaching Resources
	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Looks closely at similarities, differences, patterns and change.	To look closely at change. To look closely at pattern. To know about similarities and differences in relation to places. To know about similarities and differences in relation to objects.	Mix colours and observe how they change. Measure and mix to make playdough and observe the changes. Observe and talk about the changes to the leaves and the patterns that can be found. Compare our locality to another place e.g. a seaside town. Compare objects and discuss the similarities and differences in shape, size, colour, texture, materials, use etc. **Exploration & investigative play** Opportunities to mix colours independently. Create patterns with pattern combs in the sand, chalk, paint etc. Opportunities to investigate, compare and sort unusual objects.	Paints, brushes, mixing pallets Flour, salt, water, oil, food colouring, mixing bowl Woodland area **Exploration & investigative play Resources** Pattern combs, sand, paints, mixing pallets, chalk Sorting hoops, range of objects of varying shapes, sizes, colours, textures, materials etc. **Vocabulary** Pattern, change, the same, similar, different, places, environment

Technology	To know how to turn an iPad on.	**Direct Teaching**	**Direct Teaching Resources**
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	To know the names of the parts of an iPad.	Teach children to turn the iPads on and how to sleep or shut down. Show them how to return to the home screen. Talk about the names of the parts – screen, home screen button, front camera, back camera, headphone jack, charging connection, volume button, mute/screen lock button, microphone, speakers.	iPads
Completes a simple program on a computer.	To know how to return to the home screen on an iPad.		**Exploration & investigative play Resources**
Uses ICT hardware to interact with age-appropriate computer software.	To know how to select an App on an iPad.		Easi-Ears Headphones
	To know how to use age-appropriate Apps on the iPad.	Talk about the different Apps. Show children how to select and use age-appropriate Apps e.g. Doodle Buddy, Busy Things Stories, Eggy 100 etc. (Introduce a different app every few weeks.)	iPads
	To select and listen to a story on the Easi-Ears headphones.		**Vocabulary**
	To know how to use an iPad to take a photograph.	Teach children how to use the headphones and select a story independently.	iPad, on, off, wake, sleep, shut down, screen, home screen button, front camera, back camera, headphone jack, charging connection, volume button, mute/screen lock button, microphone, speakers, App, headphones, listen, charge, photograph, delete.
		Show children the camera App on the iPad. Teach them how to take a photograph, view it and delete it if necessary.	
		Exploration & investigative play	
		Opportunities to listen to stories independently with the Easi-ears headphones.	
		Opportunities to use the iPads to take photographs or use Apps purposefully and independently.	

Spring	**Topic – Exploring and Investigating & Space** **People and Communities** **Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.** **Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.**	To know about Chinese New Year and how it is celebrated. To know some reasons why people's lives were different in the past. To understand that other children do not always enjoy the same things as me. To understand some similarities and differences between myself and others.	**Direct Teaching** Chinese New Year – learn about Chinese new year and make simple comparisons with the way we might celebrate New Year. Look at pictures/artefacts from the past. What is the same, what is different? How did people travel? What jobs did people have? Why were people's lives different? Recap - Talk about likes and dislikes. Do we all like the same things? Discuss and highlight that everyone is different, and we do not all enjoy the same things. Recap – Similarities between themselves and others. Discuss appearance, families, homes, families, hobbies and interests etc. **Exploration & investigative play** Make a Chinese lantern/dragon etc.	**Direct Teaching Resources** Chinese New Year box – Dragon dance costume, chopsticks, lanterns, red envelopes etc. Photograph/artefacts from the past. **Exploration & investigative play Resources** Paper, red paper, dragon template, lollipop sticks, colouring pencils, gold pens, pencils or crayons **Vocabulary** Chinese New Year, celebrate, tradition, dragon, dance, lanterns, envelope, gift Past, old, long time ago, the same, similar, different, because Family, news, like, dislike, enjoy, similar, different, the same, unique

	The World	To look closely at change.	**Direct Teaching**	**Direct Teaching Resources**
	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	To look closely at pattern.	Read 'The mixed up chameleon'. Talk about camouflage. Discuss how and why some animals change to keep themselves safe from predators.	The mixed up chameleon by Eric Carle
		To know about similarities and differences in relation to places.		Images of different coloured chameleons
		To make observations of animals and explain why some things occur.	Look at different animal patterns. Compare them and discuss similarities and differences. Talk about why the animals have patterns.	Photographs of animals and animal patterns
		To make observations of plants and explain why some things occur.		Photographs of the Earth, moon, planets, astronauts etc.
	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.	To make observations of animals and talk about changes.	Learn about the similarities and differences between Earth and the moon/another planet. Talk about the changes that occur when astronauts travel out to space.	Photgraphs/videos of animals in different habitats.
		To make observations of plants and talk about changes.		The Woodland area
		To describe some actions which people in their own community do to help maintain the area they live in.	Learn about the habitats that different animals live in. Compare habitats and discuss similarities and differences.	Cameras, iPads
				Exploration & investigative play Resources
			Visit the Woodland area observe plants and animals. Explain why some things occur and talk about changes.	Animals, materials, natural resources
				Paints, chalks, paper, card etc.
	Looks closely at similarities, differences, patterns and change.		Go on a walk around the locality. Talk about the different jobs that people do to maintain the area they live in. Look for these things and for people doing these jobs. Talk about being a community and why it is important to look after our environment.	**Vocabulary**
				Camouflage, predator, prey, protect, safe, patterns, colours, change
				Earth, moon, planets, gravity, oxygen, breathe, astronauts, space, the same, similar, different, environment, places
			Exploration & investigative play	Habitats, climate, weather, environment, conditions, food, shelter
			Variety of toy animals, materials, natural resources for children to create habitats for the animals.	Local area, locality, jobs, community

			Paints, chalks, colouring pencils etc. for children to create animal patterns.	
	Technology **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.** **Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.** Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	To know about different types of technology and that it is used in different places. To select and use technology for particular purposes. To know how to use a Beebot. To know how to use age-appropriate Apps on the iPad.	**Direct Teaching** Discuss the different types of technology that we use in school. What do we use them for? Think about the technology that we have at home. Is anything the same? Do we have anything different at home? Talk about what we use technology for. Talk about the different Apps and what they looks like. Recap what each App is used for and when we might choose to use them purposefully. Show children the Beebot and talk about what they are used for. Model using the Beebot and show children how to programme it. Talk about the different Apps. Show children how to select and use age-appropriate Apps e.g. Puppet Pals etc. (Introduce a different app every few weeks.) **Exploration & investigative play** Opportunities to use the iPads to take photographs or use Apps purposefully and independently. Opportunities to select and use the microphones, metal detectors, remote control cars, walkie-talkies etc.	**Direct Teaching Resources** Real examples/ photographs of technology – iPads, computers, TV remote control, laptops, smart phone, cameras, Alexa etc. **Exploration & investigative play Resources** iPads Beebots and Beebot mats **Vocabulary** iPad, camera, back camera, headphone jack, charging connection, volume button, mute/screen lock button, microphone, speakers, App, headphones, listen, charge, photograph, delete Technology, iPads, computers, TV remote control, laptops, smart phone, cameras, Alexa etc. Beebot, Beebot mat, button, direction, forward, backwards, left, right, arrow

Summer	Topic – How does your garden grow? & At the seaside	To understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	Direct Teaching	Direct Teaching Resources
	People and Communities		Talk about different religions that the children have learnt about in RE. How are they different to Christianity? Discuss some of the different beliefs, attitudes and customs and talk about why it is important to treat people with different beliefs to us with respect.	Key words, pictures, objects
	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.			Quiet carpet space
		To know that other children may be good at different things.		**Exploration & investigative play Resources**
				N/A
				Vocabulary
	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.		Discuss what the children are good at. Is everyone good at the same things? Talk about what other children are good at. Discuss the importance of celebrating the success of others, even if we aren't so good at something.	Beliefs, attitudes, customs, traditions, religion, Christianity, Islam, Hinduism, Buddism, respect, celebrate, success, the same, different
			Exploration & investigative play	
			N/A	
	The World	To know about similarities and differences on relation to living things.	Direct Teaching	**Direct Teaching Resources**
	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why		Read 'The very hungry caterpillar'. Have caterpillars in each class. Talk about the caterpillars and observe how they begin to change. Teach children about the life cycle of a caterpillar. Discuss the similarities and differences between caterpillars and other insects. Observe and talk about the changes as the	The very hungry caterpillar by Eric Carle
		To make observations of animals and explain why some things occur.		Books about the lifecycle of a caterpillar
		To make observations of plants and explain why some things occur.		Books about Venus fly traps and other plants
		To make observations of animals and talk about changes.		Caterpillars and kits, butterfly garden
				Venus Fly Traps
				Magnifying glasses, cameras, iPads

some things occur, and talk about changes. **Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.**	To make observations of plants and talk about changes. To know that the environment and living things are influenced by human activity. To describe some actions which people in their own community do to help maintain the area they live in. To know the properties of some materials. To suggest some of the purposes for different materials. To understand the difference between floating and sinking. To understand how and why some objects float, and some objects sink.	caterpillars make cocoons and change into butterflies. Explain why this occurs. Teach the children about Venus fly traps. Have a Venus fly trap in the classroom. Discuss the similarities and differences between Venus fly traps and other plants. Observe and talk about the different parts of the plant and how the plant traps flies. Teach the children about the importance of recycling. Discuss the materials that can be recycled and the positive impact recycing has on the environment. Sort some materials to show materials that can and cannot be recycled. Talk about how recycling can help to maintain the area they live in, as well as other parts of the world. Use senses to explore a range of materials. Describe the properties of the materials and suggest some purposes for them. Look for the materials within the classroom and outdoor environment. Talk about what they are used for and why those materials have been chosen. Discuss the words floating and sinking and what they mean. Talk about what objects might float and sink and why. Investigate and see which objects float and sink. Make predictions and give reasons for them. Discuss why some objects have floated and others have sunk.	Recyclable symbol, photographs of plastic pollution, recyclable and non-recyclable materials, sorting hoops Range of materials, objects to test for floating and sinking Water trays **Exploration & investigative play Resources** Magnifying glasses, binoculars, cameras/iPads, clipboards, paper and pens Water trays, variety of objects **Vocabulary** Caterpillar, cocoon, chrysalis, butterfly, life cycle, change, similarities, differences, insects, plants, Venus fly traps, predator, prey Recycle, environment, world, impact, help, look after, maintain, positive, negative Materials, metal, plastic, wood, glass, rubber, cotton etc. Adjectives such as hard, soft, rough, smooth, bumpy etc. Float, sink, predict, reason, explain, result

			Exploration & investigative play Magnifying glasses, binoculars, cameras/iPads, clipboards, paper and pens – to explore their local environment and look for living things, different materials etc. Opportunities to explore floating and sinking independently	
	Technology **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.** **Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.**	To select and use appropriate applications that support an identified need.	**Direct Teaching** Teach children how to use the PicCollage App. Model how to add images, text, change font and font size, add a photograph etc. Children to use PicCollage to create own posters for the role-play area. **Exploration & investigative play** Opportunities to select and use appropriate applications on iPads that support an identified need. Opportunities to select and use the microphones, metal detectors, remote control cars, walkie-talkies etc.	**Direct Teaching Resources** iPads, PicCollage app. **Exploration & investigative play Resources** iPads **Vocabulary** PicCollage, select, images, photographs, text, font, font size etc.