



Understanding The World in Reception

	Autumn	Spring	Summer
Past and Present	<ul style="list-style-type: none"> • Talk about how we have grown and changed since we were babies, using photos and family memories to help us compare “then” and “now”. • Learn that adults were children once too and enjoy looking at photographs of our families in the past. • Begin to talk about simple events from our own past (e.g., “When I was little...”, “Last year I...”). • Notice and describe changes over time in our classroom, garden and local area (e.g., leaves falling, darker evenings, frost appearing). • Begin to understand the idea of day and night, talking about what happens at different times and how this affects our routines. • Talk about how the darker evenings in Wallsend affect our journeys home and how we can stay safe in the dark. 	<ul style="list-style-type: none"> • Talk about things that have happened in our own lives and listen to our friends’ experiences, sharing stories about holidays, winter walks and family traditions. • Use simple time words such as before, now, next, yesterday and last week to talk about our day and recent events. • Notice and describe changes over time, such as winter weather, frost, ice, bare trees and the first signs of spring. • Recall facts and stories from celebrations we have learned about, explaining what we remember and what was special to us. • Talk about how things were “when we were younger” and how we have grown and changed. • Begin to understand that festivals and traditions have happened for many years, linking past and present. • Use simple timelines to talk about daily routines and special days such as Chinese New Year, Easter, Ramadan and Holi. 	<ul style="list-style-type: none"> • Describe how our environment changes as spring turns into summer, explaining longer days, warmer weather, more insects and new plants growing. • Explore simple life cycles such as plants, butterflies, bees and frogs, talking about how living things grow and change over time. • Use simple timelines (before → now → next) to understand real events such as May Day, World Bee Day and World Environment Day. • Compare special events in our lives (birthdays, visits, celebrations) with our friends’ experiences, explaining similarities and differences. • Recall facts and stories about celebrations happening now and, in the past, (e.g., Coronation traditions, May Day dances), noticing what has stayed the same or changed. • Begin to understand that some celebrations and traditions happen every year and have been enjoyed for a long time. • Talk about how we have changed since starting Reception and celebrate what we can do now that we couldn’t do before. • Reflect on our favourite memories from the year as we get ready to move up to Year 1.

<p>People, Culture & Communities</p>	<ul style="list-style-type: none"> • Talk about ourselves and the people in our families, naming and describing those who are important to us. • Learn that we are the same in some ways and different in others, and that everyone is special. • Explore how different families celebrate festivals and special days such as Halloween, Bonfire Night, Diwali and Christmas. • Use new vocabulary to describe celebrations, traditions and cultural events in simple, meaningful ways. • Begin to understand that people in other places may celebrate in different ways to our own families. • Join in with class routines and community experiences that help us feel part of our school family. • Talk about places in our local area such as Wallsend Parks, Richardson Dees Park, the High Street and the library. • Notice changes in our local environment on walks around Wallsend. • Learn about people who help us in our community, such as the lollipop person outside school, local shopkeepers and postal workers. 	<ul style="list-style-type: none"> • Learn about different jobs people do in our community, such as vets, postal workers, shopkeepers and people who help animals in winter. • Explore similarities and differences between our families, traditions and cultures, especially through spring festivals like Chinese New Year, Easter, Ramadan, Holi and Mother’s Day. • Talk about places we have visited (parks, shops, gardens, places of worship) and places we would like to visit, using photos, maps and globes to help us describe them. • Use simple maps and pictures to talk about our school, our local area and the places we explore on our woodland visits. • Share stories from around the world linked to springtime, growing and staying healthy. • Understand that people celebrate in different ways and that all families are special. • Show respect by listening, asking questions and joining in with cultural activities and celebrations. • Talk about places we visit on woodland walks and local green spaces such as Wallsend Dene. 	<ul style="list-style-type: none"> • Compare how people live, work and play in different places around the world, noticing similarities and differences in how communities celebrate spring and summer. • Learn about outdoor and nature-linked celebrations such as May Day dances, Dragon Boat traditions, and World Environment Day. • Use simple maps, photos and globes to find places connected to our learning (e.g., China for the Dragon Boat Festival). • Talk about places we have visited outdoors (parks, farms, gardens) and places we would like to explore during the summer. • Talk about journeys we take around Wallsend and the wider North Tyneside area (Metro, buses, the Tyne, the coast). • Learn about local celebrations or traditions, such as summer fairs or community events. • Use positional and directional language (over, under, behind, next to, around) to describe routes and journeys in our outdoor learning. • Show care and respect for our school environment and the living things within it, linking to our “Green Fingers” and life-cycle learning. • Learn about the people who help us in our community — firefighters, doctors, vets, farmers, postal workers — and how their jobs keep us safe. • Explore different cultures and celebrations happening in summer, such as Father’s Day, Shavuot, Rath Yatra and Independence Day. • Talk about journeys we have been on or would like to go on (holidays, trains, buses, planes, beach trips).
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<p>The Natural World</p>	<ul style="list-style-type: none"> • Explore how materials such as playdough and clay change when we squash, roll and shape them, especially when making our Diva lamps. • Investigate the changing seasons through our topic <i>Exploring Autumn</i>, noticing how trees, plants and weather change as autumn turns into winter. • Plant bulbs in our garden and predict how they will grow, beginning to understand that plants change over time. • Learn how animals and people get ready for winter (e.g., hibernation, migration, warm clothing). • Explore different sources of light such as the sun, moon, lamps, torches and candles, and talk about when we need light and how to use it safely. • Notice how festivals use light, including Diwali lamps, Christmas lights and Bonfire Night fireworks. • Continue to observe living things respectfully, showing care and curiosity as we watch plants and animals change. 	<ul style="list-style-type: none"> • Observe seasonal changes in winter and spring, describing what happens to trees, plants, weather and animals. • Plant spring bulbs, seeds and beans, taking care of them as they grow and talking about what plants need to stay healthy. • Explore materials such as ice, water, snow, mud, soil, metal and wood, describing how they look, feel and change. • Carry out simple investigations such as melting and freezing, floating and sinking, and exploring what happens to objects trapped in ice. • Record what we notice through talk, drawings, photos or simple mark-making. • Learn about animals in winter and spring, including Arctic animals, birds, minibests and creatures that hibernate or wake up in spring. • Visit the woods and school grounds to spot signs of spring and use our Responsibility superpower to look after nature. • Use our Curiosity superpower during Nature Makers activities to explore natural materials, build habitats and create art using sticks, leaves, mud, ice and blossom. 	<ul style="list-style-type: none"> • Describe and explain seasonal changes as spring turns into summer, including changes in weather, daylight and nature. • Watch and listen for seasonal signs — bees buzzing, birds singing for Dawn Chorus Day, new flowers opening, and changes in the sky and weather. • Explain simple life cycles, such as caterpillars to butterflies, frogs, bees and plants, and talk about what these living things need to grow. • Learn about plants and growth, observing seeds, roots, stems and flowers as we care for living things in warmer weather. • Explore minibests and their habitats, using magnifying tools to look closely, compare features and talk about where different creatures like to live. • Investigate natural materials outdoors and describe their properties — soil, sand, water, rocks, leaves — noticing how they look, feel and change. • Carry out simple science investigations, such as how plants drink water, how shadows change, or how insects move in the sunshine. • Explain how we can help protect our environment for World Environment Day, including watering plants, caring for insects and keeping outdoor spaces tidy.

			<ul style="list-style-type: none"> • Explore water play, sand play and nature materials, noticing patterns, textures and changes. • Explore different habitats and talk about how animals keep cool or safe in hot weather. • Continue to use Nature Makers to explore natural materials and create artwork using shells, sticks, leaves and flowers. • Use scientific vocabulary to describe, compare and explain what we observe in nature.
Key Words & Phrases	Past, now, then Dark, light Autumn, season Hibernate, migrate Bulb, grow Safe, danger Torch, lamp, candle	Before, after, next, yesterday Freeze, melt Frost, ice, bud, blossom Map, route, journey Habitat, hibernate, wake Float, sink Investigate, observe	Life cycle, chrysalis, cocoon Predict, explain, compare Roots, stem, leaf, flower Habitat, environment, protect Shadow, sunlight, shade Minibeast, insect World, globe, ocean
How Adults Support Pupils in UTW	<ul style="list-style-type: none"> • Model noticing and describing seasonal changes using simple scientific vocabulary. • Use photos, timelines and objects to help children compare “then” and “now”. • Support children to talk about their own past using family photos and memories. • Introduce vocabulary linked to festivals, light and celebrations (Diwali, Bonfire Night, Christmas). • Model safe behaviour around darkness, torches, lamps and fireworks. • Provide opportunities to explore light sources safely (torches, lamps, reflective materials). • Support children to care for living things and talk about how animals prepare for winter. 	<ul style="list-style-type: none"> • Model using time vocabulary (before, after, next, yesterday, last week). • Support children to recall and sequence events using simple timelines. • Provide opportunities to explore freezing, melting, floating and sinking. • Model how to record findings through drawings, photos and simple mark making. • Introduce vocabulary linked to habitats, spring animals and seasonal changes. • Support children to explore maps, routes and journeys using photos, globes and simple maps. • Encourage respectful curiosity about different cultures and celebrations. • Provide opportunities for children to care for plants and talk about what they need to grow. 	<ul style="list-style-type: none"> • Model explaining seasonal changes using scientific vocabulary (life cycle, predict, compare). • Support children to observe and describe life cycles (plants, butterflies, frogs, bees). • Provide magnifying tools and model how to look closely at minibeasts and habitats. • Encourage children to compare environments and talk about how animals stay safe in hot weather. • Support children • <i>Encourage children to compare local environments (parks, gardens, the Tyne) using vocabulary such as near, far, next to, behind.</i> • n to explore shadows, sunlight and shade safely.

	<ul style="list-style-type: none"> • Encourage children to talk about changes in the local area (darker evenings, fallen leaves). • Use open-ended questions to deepen thinking (“What do you think will happen next?”). • Model talking about local places and landmarks in Wallsend using photos and simple maps. 	<ul style="list-style-type: none"> • Extend children’s investigations with open-ended questions (“Why do you think it melted?”). • Support children to explore routes and journeys around the school and local area. 	<ul style="list-style-type: none"> • Introduce vocabulary linked to environmental care (protect, environment, habitat). • Provide opportunities for simple investigations (how plants drink, how shadows change). • Encourage children to compare local environments (parks, gardens, the Tyne) using vocabulary such as near, far, next to, behind. • Support children to use maps, globes and simple atlases to explore places. • Encourage children to reflect on their year and talk about how they have changed.
Experiences	<ul style="list-style-type: none"> • Look at baby photos and comparing “then” and “now”. • Explore light sources (torches, lamps, candles, reflective materials). • Learn about Diwali, Bonfire Night, Christmas and autumn celebrations. • Investigate Autumn changes outdoors (leaves, weather, light/dark). • Plant bulbs and predict how they will grow. • Learn how animals prepare for winter (hibernation, migration). • Explore the local area in darker evenings and talking about safety. • Walk around the local area to spot autumn changes (Wallsend Parks, school ground). • Use simple timelines to talk about daily routines. 	<ul style="list-style-type: none"> • Explore frost, ice, snow and early spring weather. • Plant seeds and beans and caring for them as they grow. • Investigate melting, freezing, floating and sinking. • Explore habitats (Arctic, woodland, garden). • Learn about Chinese New Year, Easter, Ramadan, Holi and Mother’s Day. • Use maps, photos and globes to explore places. • Visit the woods to spot signs of spring. • Record observations through drawings, photos and simple writing. 	<ul style="list-style-type: none"> • Observe life cycles (butterflies, frogs, bees, plants). • Explore minibeasts and their habitats using magnifying tools. • Investigate shadows, sunlight and seasonal changes. • Explore water, sand, soil, rocks and natural materials outdoors. • Learn about May Day, World Bee Day, World Oceans Day and World Environment Day. • Use maps and globes to explore journeys and places around the world. • Talk about holidays, journeys and places they want to visit. • Visit our local park, garden or community space to explore minibeasts, habitats and changes. • Explore the River Tyne through photos, maps or a simple local study.

			<ul style="list-style-type: none"> • Reflect on their year and celebrating how they have grown.
<p>By Summer, children will be ready for Year 1 because they can:</p>	<ul style="list-style-type: none"> • Talk confidently about past events and changes over time • Use simple time vocabulary (before, after, next, yesterday) • Describe seasonal changes and life cycles • Carry out simple investigations and explain what they notice • Use scientific vocabulary to describe materials and natural processes • Talk about different cultures, celebrations and community roles • Use maps, photos and globes to talk about places • Show care for the environment and living things 		