







Understanding the World




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>RE</p> <p>Development matters and ELG’s</p>	<p>Development Matters: Reception:</p> <ul style="list-style-type: none"> - Build constructive & respectful relationships - Express their feelings and the feelings of others - Show resilience and perseverance - Be tolerant of others - Listen to and talk about stories to build familiarity and understanding. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. <p>Early Learning Goals</p> <p>People & Places</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts. - Building relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others’ needs. 					
<p>Festivals</p>	<p>Harvest</p>	<p>Diwali Festival of Remembrance St Nicholas Day (6 December) Christmas</p>	<p>Chinese New Year (1 feb),</p>	<p>Holi (19 March) Easter,</p>	<p>Eid (2 May)</p>	
<p>RE</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others</p>	<p>Consider that all families are different</p> <p>Consider different ways birthdays are celebrated</p> <p>Consider why and how are Christian’s thankful at Harvest time.</p> <p>World views: Consider that people have different cultural and belief systems: how do you</p>	<p>Consider why and how Hindus celebrate Diwali</p> <p>consider why and how remembrance Sunday is marked</p> <p>Consider how and why the festival of thanksgiving is marked</p> <p>Consider why and how Jewish people celebrate Hannukah</p>	<p>World views: Consider how is new year celebrated around the world</p> <p>17th world religion day – begin to consider that people have different beliefs</p> <p>Consider why and how Chinese new year is celebrated</p>	<p>To consider who and how the festival of Holi is celebrated</p> <p>Virtual church visit- I can name some features of a church and know that it is a place of worship for Christians</p> <p>To consider why and how Easter is celebrated by Christians</p> <p>Begin to gain respect, understanding and knowledge</p>	<p>To Consider and discuss what happens during Ramadan</p> <p>To consider how Muslims celebrate Eid</p> <p>Mosque virtual visit- I can name some features of a Mosque and know that it is a place of worship for Muslims</p> <p>Begin to gain respect, understanding and</p>	<p>Why and how do muslims celebrate Eid al Adha?</p> <p>Begin to gain respect, understanding and knowledge about different traditions and cultural beliefs through festival topics: Eid Al Adha</p> <p>Explore religious customs, beliefs and</p>


<p>and learn how to form positive and respectful relationships.</p>	<p>celebrate birthdays? Exploring birth ceremonies</p> <p>Explore and make comments about religious artefacts, books and cultural resources: Christianity/ Harvest</p> <p>Begin to gain respect, understanding and knowledge about different traditions and cultural beliefs through festival topics: Harvest</p> <p>Explore religious customs, beliefs and traditions through reading, writing, art, music, song, dance and drama: harvest thankyou cards, harvest topic table, small world farm, farming role play, farm songs</p>	<p>Consider why and how Christians celebrate Christmas.</p> <p>Understand why people perform nativity plays and where the first ones came from.</p> <p>Consider St Nicholas Day and How is it celebrated?</p> <p>World views: Consider that people have different cultural and belief systems: how do you celebrate special occasions?</p> <p>Begin to gain respect, understanding and knowledge about different traditions and cultural beliefs through festival topics: Harvest, Christmas, Hannukah, St Nicholas day, Remembrance,</p> <p>Explore and make comments about religious artefacts, books and cultural resources: Diwali/ Hinduism/ Christianity/ Christmas/ Hannukah/ Judaism</p> <p>Explore religious customs, beliefs and traditions through reading, writing, art, music, song, dance and drama: Diwali cards,</p>	<p>21st Mother Language Day – to consider that many languages are spoken in the world</p> <p>To consider why and how Christians celebrate Shrove Tuesday</p> <p>Begin to gain respect, understanding and knowledge about different traditions and cultural beliefs through festival topics: Chinese new year</p> <p>Explore and make observations about religious artefacts, books and cultural resources: Chinese new year</p> <p>Explore religious customs, beliefs and traditions through reading, writing, art, music, song, dance and drama: dancing dragons, cookery, explore Chinese script, topic table, role play, Chinese land marks, Chinese music and songs, using chopsticks</p>	<p>about different traditions and cultural beliefs through festival topics: Easter, Holi</p> <p>Explore religious customs, beliefs and traditions through reading, writing, art, music, song, dance and drama: Easter cards and cookery, egg hunt, bible stories, Easter topic table,</p> <p>Explore and make observations about religious artefacts, books and cultural resources: Easter/ Christianity/ Holi/ Hinduism</p>	<p>knowledge about different traditions and cultural beliefs through festival topics: Eid Al Fitr</p> <p>Explore religious customs, beliefs and traditions through reading, writing, art, music, song, dance and drama: prayer mats, Eid cards, make mosques, Eid music and songs, artwork-moon and stars, topic table</p> <p>Explore, name and make observations about religious artefacts, books and cultural resources: Eid/ Islam</p>	<p>traditions through reading, writing, art, music, song, dance and drama: prayer mats, Eid cards, make mosques, Eid music and songs, artwork</p> <p>Explore, name and make observations about religious artefacts, books and cultural resources: Eid/ Islam</p>
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		making diwas, rangoli patterns, building Hindu temples, Indian dance, music, dress up and role play, Christmas cards, Christmas role play, music, songs, topic table				
Daily Opportunities  for RE	Explore artefacts connected to festivals including sacred texts, traditional dress, symbols, photographs, books, videos and stories <ul style="list-style-type: none"> • Discuss and share birthdays in our celebration assembly • Who lives and works in our community? • Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night. • National festivals explored including Remembrance Day. • Share stories from around the world – discuss similarities and differences seen. • Looking at RE through Art. • Music and songs • Continuous provision for festivals: <i>Stories, music, crafts, role play, songs, cookery, artwork, exploring artefacts</i> 					
RE  vocabulary	God, Creation, Respect, Believe, Jesus, Christmas, Heaven, God, Wise men, Shepherds, Nativity, , Human, God, Saviour, Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.					
Geography  Development matters and ELGs	Development matters: Reception: <ul style="list-style-type: none"> - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. Early Learning Goals People and Places <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. - Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. - The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
 Geography	Explore the school grounds and look at the features of our school environment Explore the school, find out the location and purpose of different rooms	Explore the school grounds and observe and describe seasonal changes in winter, ice exploration Explore Winter resources asking questions and making observations ice,	Consider how the new year celebrated around the world using maps, globes and google Earth to support Mother Language Day – to consider that many	Explore the school grounds and observe and discuss seasonal changes of Spring Observe, question and draw spring plants/spring growth.	name different types of houses compare houses in the UK to around the world explore and compare foods grown in a different climate;	know where I live name and describe some features of my local area Explore maps, globes and arial photographs of

<p>Discuss where we were born and where our extended family live using world maps/globes for support.</p> <p>Explore the natural world around them</p> <p>discuss seasonal changes in Autumn: autumn walk, Autumn scrap book, Autumn stories</p> <p>Explore autumn resources asking questions and making observations outdoor play, exploring trees, plants, creatures, weather, transient art, autumn videos, music</p> <p>Explore harvest time in the UK and farming at harvest time.</p> <p>Explore and identify UK farm animals</p>	<p>trees, sledges, snowman, music, videos</p> <p>How do animals and humans prepare for winter? Explore migration and hibernation making animal dens, bird feeders</p> <p>Explore compare/contrast our environment with polar regions.</p> <p>Name some of the planets and know that we live on planet Earth</p> <p>know some features of outer space</p> <p>Explore the festival origins of Diwali using maps and globes- India and compare India to the UK</p> <p>Use blocks to recreate famous world landmarks- Taj Mahal</p>	<p>languages are spoken in the world using maps, globes and google Earth to support</p> <p>explore and identify uk minibeasts</p> <p>Knowing where different animals come from using maps, globes and google earth.</p> <p>Observe, explore and compare contrasting natural environments around the world: jungle, farm, woodlands,</p> <p>Explore creatures that live in the sea.</p> <p>Explore the festival origins of Chinese New Year using maps and globes. compare China to the UK</p> <p>Use blocks to recreate famous world landmarks- great wall of China</p>	<p>Identify London as the capital of England and explore famous landmarks: drawing Buckingham Palace</p> <p>Explore Spring resources asking questions and making observations: growing plants, spring topic table, observing minibeasts, baby animals</p> <p>Explore different environments in small world play: forest and woodland</p>	<p>Handa's surprise using world maps and Google.</p> <p>Explore food produce/grown in different climates around the world.</p> <p>follow a school map</p> <p>understand that a habitat is the natural home or environment of a living thing.</p> <p>match some animals to their habitats</p> <p>Consider why some animals are better suited to some habitats</p> <p>Know that different countries around the world have different habitats, plants and animals.</p> <p>Look at different animals and think about where they might come from</p> <p>know some of the people who work in my community and what they do.</p> <p>Explore the festival origins of Eid using maps and globes</p>	<p>places explore and discuss the features found on local maps. compare desserts and hot places to the uk</p> <p>World environment day- know some ways we care for our environment</p> <p>Explore the school grounds and observe and discuss seasonal changes in Summer</p> <p>Explore Summer resources asking questions and making observations: hot weather, melting, ice, beach, seaside, summer music and songs, tree changes, plants</p> <p>Name the 4 seasons and match the main features of the weather in each of the seasons.</p> <p>know the name of my school and can say some of the things I pass on my way to school.</p> <p>Make a map of your journey to school</p> <p>Use beebots to explore directions</p> <p>Learn about oceans</p>
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<p>Geography</p>  <p>Daily opportunities</p>	<p>travel tracker weather chart staff use their knowledge of children’s origins and languages to link learning in the classroom</p> <p>Role of the adult <i>I wonder...</i> <i>Promoting enquiry</i> <i>Model exploration and investigation skills</i> <i>Open questions</i></p> <p>KUW Continuous Provision indoors Science Table: linked to topic. Living and natural things to explore, technology, magnifying glasses, tweezers, mirrors, globe Book corner: non-fiction books, linked to topic</p> <p>KUW Continuous Provision outdoors</p> <ul style="list-style-type: none"> • Mud kitchen: sensory/ exploring texture • Investigation area <p>Topic board <i>Topic vocabulary</i> <i>Big question</i> <i>Photos with text</i> <i>What do we know at the start? What do we know at the end?</i></p>					
<p>Geography</p>  <p>vocabulary</p>	<ul style="list-style-type: none"> • Small Heath, Birmingham, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far, Africa • Community, jobs, doctor, teacher, shop, park, binmen, carers, road, map • Harvest, seasons, Autumn, Winter, Spring, Summer, weather • Farm, beach, countryside, moors 					
<p>Science</p> 	<p>Reception Development Matters</p> <ul style="list-style-type: none"> - Learn new vocabulary - Ask questions to find out more and to check what has been said to them - Articulate their ideas and thoughts in well-formed sentences. - Describe events in some detail. - Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen - Use new vocabulary in different contexts 					

<p>Development Matters and Early Learning Goals</p>	<ul style="list-style-type: none"> - Know and talk about different factors that support overall health and wellbeing such as: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine - Being a safe pedestrian. - Explore the natural world around them - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. <p>Early Learning Goals</p> <p><u>The Natural World</u></p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding 					
<p>science</p>  <p>knowledge and Skills</p>	<p>Name the parts of my body and can say what they do.</p> <p>Explore our senses- sensory walk, smell game, tasting game, listening game</p> <p>Understand that humans have a skeleton</p> <p>Explore the school's grounds and observe seasonal changes in the Autumn</p> <p>Exploring natural autumnal resources in a Tuff Tray, asking questions and making/drawing observations.</p> <p>Know that some foods change over time: a browning apple change and decay</p>	<p>Explore and identify the difference between night and day</p> <p>Explore the school's grounds and observe seasonal changes in the Winter</p> <p>Exploring natural Winter resources in a Tuff Tray, asking questions and making/drawing observations.</p> <p>Explore compare/contrast our environment with polar regions.</p> <p>Discuss global warming and the impact on polar regions</p> <p>Observe seasonal weather changes in the winter (ice exploration) know that water turns into ice when it freezes.</p>	<p>can name wild animals</p> <p>Know that there are different types of animals</p> <p>Explore what living things need</p> <p>Know that carnivores are animals that eat other animals and herbivores are animals that eat plants.</p> <p>explore and identify uk minibeasts</p> <p>know that animals use different methods to protect themselves: camouflage:</p> <p>Match animals to their habitats</p>	<p>Explore school's grounds and observe seasonal changes in the Spring</p> <p>Explore natural Spring resources in a Tuff Tray, asking questions and making/drawing observations.</p> <p>Observe and draw spring plants/spring growth.</p> <p>know that a plant needs light, soil and water to grow. know that plants die if they don't have enough water.</p> <p>Planting seeds exploring</p> <p>describe the stages of a life cycle</p> <p>make observations and predictions- -investigate dissolving -biscuits (gingerbread man) -skittles experiment/ jelly bean experiment</p>	<p>know where animals live: match animals to their habitats</p> <p>name different materials Know that some materials are better suited to a job than others -what is the best material for the Three Pigs to build a house out of? -can you build a strong house, test with hair dryers</p> <p>investigate how far objects move when we blow them: Ask the children to with a paper straw. Provide a range of objects, such as tennis balls, table tennis balls, marbles and balls of tinfoil.</p> <p>Explore looking after our community environment and recycling. Book Michael Recycle</p>	<p>Exploring school's grounds and observing seasonal changes in the Summer</p> <p>Explore natural Summer resources in a Tuff Tray, asking questions and making/drawing observations.</p> <p>know the names of the four seasons and know the main changes that happen in Autumn, Winter, Spring and Summer.</p> <p>Know that some things float and some things sink</p> <p>make observations and predictions: -stem activity using tinfoil to make boats; how many people will fit in before it sinks</p>

	<p>Explore harvest time in the UK and farming at harvest time.</p> <p>know that some food grows on trees and some comes from plants and under the ground.</p> <p>Name some animals that live on the farm</p>	<p>Know that Some animals come out at night and sleep during the day. These are known as nocturnal animals.</p> <p>observe how animals cope with winter, Explore hibernation and migration,</p> <p>Observe that some things change when they are heated. Melting chocolate</p> <p>Make observations and predictions what will happen when mentos are added to coke/ Release animals from the icebergs-how? Supply screwdriver, hammer, salt</p> <p>talk about light sources: explore glow in the dark stars with torches and a cardboard box</p> <p>explore shadows</p> <p>explore forces – how things fall, magnets, gravity</p>	<p>compare and contrast animal body parts to ours: Dissect a fish Observe, explore, compare and contrast natural environments around the world: jungle, farm, woodlands</p> <p>know the difference between animals and plants.</p> <p>know the names of different animals: from our country and far away.</p> <p>know that some things float and some things sink.</p> <p>begin to make predictions</p> <p>Explore creatures that live in the sea.</p>	<p>-Easter egg stem challenge: can you fill the plastic egg to make it sink</p>	<p>Discuss how we can help look after our local and world environments. Book litter Bug Doug</p> <p>explore and compare foods grown in a different climate; Handa's surprise</p> <p>know why we need to brush our teeth. Crocodiles smile</p>	<p>-Race cars down different gradients and time -balloon powered lego cars</p> <p>know why we need to wash our hands germ experiment (glitter) and good hand hygiene</p> <p>know some foods that are healthy and not healthy: make a healthy plate</p> <p>know that some things change when they get hot: Fill a muffin tray with different things, which will melt in the sun? melting experiment</p>
<p>Science  Daily Opportunities</p>	<ul style="list-style-type: none"> • Discussions around snack time and lunch time - healthy eating choices. • Discussions around healthy living choices including: washing hands, brushing teeth, eating and exercise. • Story time and circle time to explore books focusing on staying healthy and the human body: Funnybones, my body, • Naming body parts through songs: if you're happy and you know it and head, shoulders, knees and toes... <p>Role of the adult <i>I wonder...</i> <i>Promoting enquiry</i> <i>Model exploration and investigation skills</i> <i>Open questions</i></p>					

	<p>KUW Continuous Provision indoors Science Table: linked to topic. Living and natural things to explore, technology, magnifying glasses, tweezers, mirrors, globe Book corner: non-fiction books, linked to topic</p> <p>KUW Continuous Provision outdoors</p> <ul style="list-style-type: none"> • Mud kitchen: sensory/ exploring texture • Investigation area <p>Topic board <i>Topic vocabulary</i> <i>Big question</i> <i>Photos with text</i> <i>What do we know at the start? What do we know at the end?</i></p>					
<p>Science</p>  <p>Vocabulary</p>	<ul style="list-style-type: none"> • Healthy, unhealthy, germs, head, legs, arms, hands, feet, shoulders, face, eyes, ears, mouth, tongue, teeth heart, brain, bones, skin. • Dog, cat, fish, hamster, rabbit cow, horse, sheep, goat, elephant. tiger, lion, crocodile, giraffe. • Autumn, winter, spring, summer, weather, hot, cold, snowing, freezing, warm, wet, cloudy, harvest, farming, leaves, light, dark, desert, polar. • Plants, grow, soil, sunlight, fruit, vegetable, tree, flower, bush, water. • Life cycle, grow, change, tadpole, froglet, frog, larva, caterpillar, chrysalis, cocoon. • Material, float, sink, plastic, fabric, wood, strong, waterproof, bendy, light, • Pollution, recycle, rubbish, environment, community. <p>Minibeast, ant, spider, worm, snail, habitat.</p>					
<p>History</p>  <p>Development Matters and Early Learning Goals</p>	<p>Reception Development Matters:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories including figures from the past. <p>Early Learning Goals <u>Past and Present</u></p> <ul style="list-style-type: none"> - Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. - Know some similarities and differences between families, different religious and cultural communities, cultures and traditions. 					
<p>History</p>  <p>Skills and Knowledge</p>	<p>Discuss our families, recounting fun family Family display: photos from home and experiences in our past.</p> <p>Think about changes in our life as we grow and get</p>	<p>know about famous people in history: first man in space- Neil Armstrong</p> <p>Sharing grandparent's first-hand experiences of watching the moon landing 1969.</p>	<p>Recount experiences of seeing animals</p> <p>Know that a palaeontologist is a scientist that studies fossils- fossils in the sand, playdough fossils, Mary Anning Link</p>	<p>Explore who the royal family are</p> <p>I know that my Grandparents are my Mum and Dads parents- Linked to Little red riding hood story</p> <p>Compare grandma's time to now</p>	<p>Compare and contrast houses from long ago to now</p> <p>Know that some technology has changed over time 3 pigs: why are they cooking over a fire?</p> <p>Recount experiences: school trip Eid and celebrations</p>	<p>Know that some technology has changed over time</p> <p>explore transport from long ago, Air vehicles. Ameila Earhart link</p> <p>explore trains today and steam trains</p>

<p>older. Book: Once there were giants, Peepo</p> <p>Consider how they have changed since being a baby? Baby photos from home. when I was a baby. Explore baby items together</p> <p>Recount experiences of birthdays birthday talk with birthday prop box, Birthdays in the past. Old card, photos,</p>	<p>know about old and more modern rockets</p> <p>know that some days are special to mark things happened in the past remembrance day, Bonfire night</p> <p>Listen to stories from long ago Nativity story</p> <p>Recount experiences of Christmas and parties</p>	<p>Recount our Christmas holidays</p> <p>Sharing news from home, discussing things that happened in the past</p> <p>Know that dinosaurs are prehistoric animals that lived millions of years ago and that some prehistoric animals, including dinosaurs are extinct.</p> <p>Know that dinosaur remains are called fossils. exploring dinosaur facts, books and toys</p> <p>Explore family traditions of Shrove Tuesday</p> <p>Explore the festival and family traditions of Chinese New Year</p>	<p>Know that some technology has changed over time: Traditional tales: what's the same? Different?</p> <p>Explore Bridges from the past (3 billy goats gruff)</p> <p>Know that Fairy tales are stories that have been told to children for hundreds of years. Fairy tales are set in the past. Know that some stories were written long ago</p> <p>Compare stories – modern and traditional, Easter story</p> <p>Know that living things change over time: Life cycles- chicks/ frogs</p> <p>Explore Castles</p> <p>Learn about lifestyles from long ago: Kings and queens from long ago</p> <p>Exploring the art of Vincent Van Gogh: sunflowers</p>	<p>Sharing news from home, discussing things that happened in the past</p> <p>Identify, explore and name technology used long ago (fairy tale link) for heating, cooking,, washing</p> <p>Know that Fairy tales are stories that have been told to children for hundreds of years. Fairy tales are set in the past.</p>	<p>Recount experiences: memories and reflections of the year</p> <p>Know that places, people, clothes and traditions have changed over time seasides in the past</p> <p>I can think about the future: when I grow up..</p> <p>Recount and share family experiences of holidays abroad</p>
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<p>History</p>  <p>Daily Opportunities</p>	<ul style="list-style-type: none"> • Travel tracker: how did you travel to school? • Our journey through the year display • Exploring our personal journals and recounting experiences • Look at the year our favourite books were published • Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle. • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. <p>Environment</p> <ul style="list-style-type: none"> • Daily calendar and visual timetable • Birthday chart: talking about our birthdays • Photos displayed in the classroom to recount experiences • Photo albums in the book corner
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- History timeline display

Role of the adult

- *I wonder...*
- *Promoting enquiry*
- *Model exploration and investigation skills*
- *Open questions*
- Through interactions talking about what they did yesterday, last week, last year.

KUW Continuous Provision indoors

Science Table: linked to topic. Living and natural things to explore, technology, magnifying glasses, tweezers, mirrors, globe

Book corner: non-fiction books, linked to topic

KUW Continuous Provision outdoors

- Mud kitchen: sensory/ exploring texture
- Investigation area

Topic board

Topic vocabulary

Big question

Photos with text

What do we know at the start? What do we know at the end?

History



Vocabulary

- Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes.