

(UW) Scheme of Work

Reception – Autumn 1

Topic: All About Me

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Treasure boxes- look and talk about. Explore their immediate environment. Kipper's Toybox-Pushing and pulling toys/materials Go to the park? Rosie's walk-Positional language/ sequencing familiar stories/route</p> <p>Talk about the weather daily Begin season book- Autumn Plant bulbs ready for Spring</p>	<ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Explore collections of materials with similar and/or different properties.</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Begin to make sense of their own life-story and family's history.</li><li>• Show interest in different occupations.</li><li>• Explore how things work.</li><li>• Plant seeds and care for growing plants.</li><li>• Understand the key features of the life cycle of a plant and an animal.</li><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Explore and talk about different forces they can feel.</li><li>• Talk about the differences between materials and changes they notice.</li><li>• Continue to develop positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>	-
		<b>Assessment Opportunities</b>
		<b>Carry out baseline assessments and update Insight scores.</b>
		<b>Resources</b>

## (UW) Scheme of Work

### Reception – Autumn 2

**Topic:** Fantasy, Festivals and Food

Activities	Intended Outcomes 3-4 year olds	Key Vocabulary and Questions
<p>Explore immediate environment Cooking- chocolate krispie cakes and cupcakes Talk about the weather daily Blue box/Autumn display Science Week</p> <ol style="list-style-type: none"> <li>1. Magnetic teachers</li> <li>2. Mentos and coke experiment</li> <li>3. Rockets</li> <li>4. Smelly pots</li> <li>5. Feely bags</li> </ol> <p>Bonfire night Story of Rama and Sita. Diwali activities Explore and talk about Hanukkah Handa's surprise- healthy eating/fruit tasting/looking at Kenya - differences Hue Boy- looking at the Caribbean – differences National Tree Week Christmas story and activities Posting Christmas letters – route/aerial view/simple map and looking at old photos of Rose Green/Pagham/Aldwick</p>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	-
		<b>Assessment Opportunities</b>
		<b>Resources</b>
		Science week resources for activities

## (UW) Scheme of Work

### Reception – Spring 1 Topic: Me and My World

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Draw/paint pictures of their family and label their different jobs Talk about people in the community that are familiar to them. Video they talk about 'jobs' and encourage the children to think about their 'dream job'.</p> <p><a href="https://classroom.thenational.academy/lessons/to-understand-what-it-means-to-have-a-job-c5hpad">https://classroom.thenational.academy/lessons/to-understand-what-it-means-to-have-a-job-c5hpad</a></p> <p>Christmas memories</p> <p>Introduce the activity.</p> <p><a href="https://classroom.thenational.academy/lessons/to-identify-my-favourite-places-in-my-community-71j6cr">https://classroom.thenational.academy/lessons/to-identify-my-favourite-places-in-my-community-71j6cr</a></p> <p>Draw a simple map of familiar places- route to school or to the shops. Use our maps to think about the people that we come across in our local community.</p> <p>Look at aerial photos of the school and talk about what can be seen.</p> <p>Draw 6 different members of your community that help you.</p> <p>Explore maps and globes</p> <p>Compare similarities and differences between our country, Australia and Antartica.</p> <p>Looking at similarities and differences between life in this country and life in other countries. Focus on the natural world around them including animals that live in these different locations. Talk about different 'habitats' around the world.</p> <p>Talk about the types of habitat we have here in the UK and the animals that we might see.</p> <p>Look at some pictures of animals from the 3 different places and sort the animals.</p> <p><a href="https://classroom.thenational.academy/lessons/to-understand-what-a-habitat-is-6mv3e_d">https://classroom.thenational.academy/lessons/to-understand-what-a-habitat-is-6mv3e_d</a></p> <p>Forest School activities</p> <p>Continue season book- Winter</p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	- What do you pass on the way?
		<b>Assessment Opportunities</b>
		<p>Can they draw a map and include your home, school, places you visit? Where do they live? What is the name of your road? Know live in England. Can they point out the UK on a map/globe?</p>
		<b>Resources</b>
		<p>Aps and globes Ariel photos of school</p>

(UW) Scheme of Work

Reception – Spring 2  
Topic: Where Shall We Go Today?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Jolly Postman story Show the clothes that Posties wear in different countries. Talk about why they wear those clothes and how they are similar or different to the uniform our posties wear. How Posties' transport has changed over the years? Choose 2 or 3 of the ways to deliver post and put in order from the oldest to the newest.</p> <p>Draw a story map of where the Jolly Postman goes in the story. Easter-cultural differences</p> <p>Similarities and differences of animals/baby animals The Pond-lifecycle of frogs Spring – changes and weather- continue with book. Looking for signs of Spring. Looking at Spring flowers Forest School activities</p> <p>Continue season book- Spring</p>	<ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li><li>• Draw information from a simple map.</li><li>• Understand that some places are special to members of their community.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li><li>• Explore the natural world around them.</li><li>• Describe what they see, hear and feel whilst outside.</li><li>• Understand the effect of changing seasons on the natural world around them.</li></ul>	
		<b>Assessment Opportunities</b>
		Which do you think is the easiest way to deliver the post? Why do you think they use vans to deliver post nowadays?
		<b>Resources</b>

## (UW) Scheme of Work

### Reception – Summer 1 Topic: How Do Things Grow?

Activities	Intended Outcomes In Reception	Key Vocabulary and Questions
<p>Photos of themselves and their family. Younger and older. Talk about images. Sequence 2 photos&gt; Now and Then Read stories with historical people in.</p> <p>Forest School activities Eggs Growing and planting beans- bean diaries Uses of water- looking for water around school Staying healthy and helping us to grow Complete season book- Summer</p>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	What do you notice?
		<b>Assessment Opportunities</b>
		<p>What are the seasons? Can they say what happens in these seasons? What grows in an egg? What do things need to help them grow?</p>
		<b>Resources</b>

**(UW) Scheme of Work**

**Reception – Summer 2**

**Topic: Water and Waves**

Activities	Intended Outcomes ELG	Key Vocabulary and Questions
<p>Mrs Lather’s Laundry-history of washing Talk about and discuss artefacts Sort old and new pictures Read stories with historical people in. History of pirates- food, boats and clothes. Pirates/ Mermaids - Following a map to get treasure Ice experiments Bog Baby- looking after things. Commotion in the Ocean/ Billy’s Bucket- Talk about and discuss sea creatures and pond creatures Summer – changes and weather Forest School activities</p>	<p><b>Past and Present</b> Talk about the lives of people around them and their roles in society; -Know some similarities and differences between the 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> <p><b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; -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 and – when appropriate – maps.</p> <p><b>Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants; -Know some similarities and differences between the natural words around them and contrasting</p>	Assessment Opportunities
		<p>Can they find information on a simple map? What did we learn about Pirates? Can they answer How and Why questions?</p>
		Resources

	<p>environments, drawing on their experiences and what has been read in class;</p> <p>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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