

St Michael's Primary School Understanding of the World Programme 2023/2024

	Familiar to Me and My Interests		Growth, Communities and Culture		Sky, Land and Sea	
Topics	Nursery Rhymes Toys Day and Night	Dinosaurs Winter and Christmas	People Who Help Us Houses and Homes	Handa's Surprise Planting and Growing	Mini-beasts Animals	Transport Seaside
Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taught Sequence from Development Matters Past and Present Children talk about past and present events in their own lives and in the lives of family members.	Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history Show interest in different occupations.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		ELGs Talk about the lives of the 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.	
Past and Present Focus	Old and New Toys Share their toys My family, my likes and dislikes Routines – My Day	Dinosaurs	People who help us Comparing old and new uniforms and transport Comparing houses past and present My home and my family			Seaside – Past and Present Piracy Ships, Trains
Skills	To talk about how they have changed since they were a baby. To talk about their family To talk about their school day. To talk about a special event in their life. To identify similarities and differences between now and the past. To talk about the things that they like and dislike.	To answer questions about the past. To talk and draw aspects of the past.	To talk about the different jobs that adults can do and how they can help us. To draw and write about old and new objects To identify similarities and differences between different homes both past and present.			To place events on time order. To ask questions about places and know that they change over time. To name different modes of transport. To compare different transport from the past and present

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	To create a timeline starting with them as a baby moving up to their current age					
Knowledge	The terms, baby, child and adult Families are different and they can change over time. Name the members of their family Like means something that I enjoy Dislike means something that I don't enjoy The past happened To know that being a baby/toddler was in the past	Dinosaurs no longer exist Now – This is what we are doing Then – This happened before	There are people in the community who can help me. Adults do lots of different jobs. Homes look different depending on when they were built.			Things change over time. Ships, trains, cars and buses are different modes of transport. Time order is the order in which they were done starting with the oldest first. Modes of transport have changed from the past until now Modes of transport have not always been the same
Taught Sequence from Development Matters People, Culture and Communities and The Natural World	Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the	Draw information from a simple map. Understand that some places are special to members of their community.	Draw information from a simple map. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live			ELGs Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.

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They know about similarities and differences between themselves and others, and among families, communities and traditions. 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.	differences they have experienced or seen in photos.	Recognise some environments that are different to the one in which they live Recognise some similarities and differences between life in this country and life in other countries.	Recognise some similarities and differences between life in this country and life in other countries.			
People, Culture and Communities and The Natural World Focus	Negotiating the room and outside area Labelling the classroom Finding our way using descriptions	The environment - Arctic Animals	The Wider School Places outside of school which I can see from the school grounds. Maps of a part of our homes	Maps of the wider world A village in South West Kenya – comparing food, houses, clothing and daily life.	Farms Land usage	Seaside and Transport Land usage Holidays
Skills	To identify key areas in the classroom and outside area To name areas using pictures and words To move around the classroom safely	To identify and name the seasons. To group animals that live in the Arctic and animals that don't. To identify snow and ice.	To find places I know on a simple plan of the school. To make a simple map (plan) of a room in my home. To name things I can see in front of me, to the side of me and behind me.	To compare the houses, food and clothing in Kenya with my home and school. To make simple observations of different environments To identify different weather patterns. To compare my day with Handa's	To compare a farm with my local area. To draw and discuss farms and the land use from different stories I have read.	To compare the seaside with where I live. To draw, discuss and write about the beach and the different things that are found on it. To talk about holidays. To be able to recognise different forms of transport and talk about how they are used. To complete a transport survey.
Knowledge	Key areas in my classroom – carpet area, home corner, pegs, toilet, track, water area, sand area, mud kitchen Where the resources are in my classroom that I want to use	Seasons: Summer Spring Autumn Winter Autumn and Winter have colder and wetter weather.	A map shows us where somewhere or something is. Name things I can see in my school - trees, field, playground and buildings. Name things I can see outside of the school - shops, houses, flats and roads.	Houses in the UK are made out of brick but houses in Kenya can be made out of mud, wood and straw. There are many countries around the world. People in other countries speak different languages.	Some farms have animals. Some farms grow crops, fruits and vegetables. Farms have fields and use fences to stop animals escaping or people trampling down crops.	Key areas at the beach are: sand, sand castles, sea, sun, amusements and fun fair.

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		Summer and Spring have drier and warmer weather. The Arctic has colder weather than where I live. The Arctic has animals that can survive colder weather. Polar bears, seals & arctic foxes. To use cold, wet and soft when describing snow. To use cold and hard when describing ice.	Name objects that are found in my home – fridge, table, oven, bed, cupboard, TV, sofa.	The village in Kenya is different to Tilehurst.	Animals provide us with different products	
Taught Sequence from Development Matters People, Culture and Communities They know about similarities and differences between themselves and others, and among families, communities and traditions.	Continue to develop positive attitudes about the differences between people	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways	ELGs 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.		
People, Culture and Communities Focus	Family Customs and Celebrations	Diwali – Festival of Light Christmas	Chinese New Year Lent	Easter Holi	Eid	
Skills	To share different special events in our families To know who is in my family To recognise a celebration.	To recite parts of the Rama and Sita story. To make diva lamp.	To mix ingredients to make a pancake.	To name different colours that could be used during a Holi celebration	To recognise the similarities and differences between Eid and the other celebrations we have studied.	
Knowledge	People have different religions. To know the members of my family	Rangoli and Mendi patters are used to celebrate Diwali. Christmas a celebration of Jesus being born.	Christians get ready for Easter during Lent. Different cultures believe the new year starts at different times.	Christians celebrate Easter. Holi is a festival which celebrates Spring, love and new life.	Muslims celebrate Eid by wearing new clothes and enjoying food with family and friends. Eid is celebrated at the end of Ramadan. Ramadan is a time where Muslims show their devotion to god.	

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	To know that some families may be different to mine					
Taught Sequence from Development Matters The Natural World 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.	Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice		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.		ELGs 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	
The Natural World	Autumn Day and Night Nocturnal and Woodland Animals Floating and Sinking Hard and Soft Forces and Magnets	Winter Seasons Planting Bulbs Herbivores and Carnivores Fossils Dinosaurs Changing State	Dentist – Oral Health	Spring Planting and Growing Fruits and Vegetables Healthy Eating and Oral Health	Lifecycles of Ducks and Butterflies Animals Mini-beasts	Summer Sound
Skills	To distinguish between day and night. To identify different animals that come out at night. To discuss the daily weather and how this relates to Autumn. To name and identify different materials. To sort objects into magnetic and non-magnetic	To identify features of winter. To sort dinosaurs into herbivores and carnivores. To select materials according to their properties.	To label different parts of the body. To brush my teeth.	To identify the features of spring To plant different seeds and plants. To sort fruits and vegetables. To make observations about fruits and vegetables.	To sort animals that live in the sky, land or water. To order pictures to show a lifecycle of a duck and butterfly. To describe the appearance of different mini-beasts. To identify similarities and differences between different animals.	To identify features of summer. To dress appropriately for the hot weather. To identify loud and quiet sounds.
Knowledge	Day is when the sun is in the sky. Night is when the moon is in the sky.	Winter is the coldest season. Dinosaurs lived a long time ago.	Parts of the Body – arms, legs, feet, hands, body, head. Parts of the Head – ears, eyes, nose, mouth, teeth	There are healthy and unhealthy foods. Common fruits are: apple, banana, orange, lemon, strawberries.	Animals that can fly have wings. Some animals can be found in both water and on land.	Summer is the hottest season. A sunhat and sun cream protects me in the sun.

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	Nocturnal means animals that are awake at night and sleep during the day. Magnetic objects are attracted to magnets – these are usually metals.	A Herbivore eats only plants, fruits and vegetables. A Carnivore eats on meat. Fossils are the remains of dinosaurs imprinted into rock Different materials can do different things.	Teeth need to be cleaned twice a day to keep them healthy I can move my toothbrush in different ways when brushing my teeth.	Common vegetables are: carrots, peas, beans, potato. Different vegetables and fruits are grown in different countries depending on the weather. Some foods, which contain lots of sugar, can damage your teeth.		The shade will help me to keep safe and cooler in the sun. Different transport can make different sounds.
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