









St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Reception Understanding the World - Knowledge Progression

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|---|--|--|
| Overarching theme | Rhyme Time  | Let's Celebrate  | To Infinity and Beyond  | Once Upon a Time  | It's a bug's life  | Around the World  |
| Possible themes, interests, lines of enquiry | Humpty Dumpty Jack and Jill Twinkle Twinkle Little Star | Story of Diwali Remembrance Day Kipper's Birthday | Supertato Charlie's Superhero Underpants Fireman Sam | Three Little Pigs Jack and the Beanstalk Goldilocks and the Three Bears Gingerbread Man | The Hungry Caterpillar The lazy ladybird What the Ladybird heard next The very busy spider | Enemy Pie Lost and Found Dear Zoo Diary of a Wombat Ticket from around the World Handa's Surprise |
| Celebrations and experiences | Welcome to St Anne's Worship | Bonfire Night Diwali Christmas Nativity | People who help us visit/ fire engine Chinese Food Tasting | Making porridge, gingerbread men. Growing a beanstalk | Insect lore caterpillars Tadpoles | Cultural workshop |



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| | | | Easter Bonnet Parade | |
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| <p>The Reception Year provides the foundation for the knowledge children will build upon in Year one.</p> <p>Y1 expectations</p> | <p>Knowledge and skills developed in Y1 History Curriculum</p> <p><u>Chronological Understanding</u> - To understand chronology</p> <ul style="list-style-type: none"> I can place a few events or artefacts in order of when they happened. I can sort events or objects into groups (Then and now/ past and present). <p><u>Knowledge and understanding of past events, people and changes in the past.</u> - To build an overview of the world history</p> <ul style="list-style-type: none"> I can describe events in the past. I can name people from the past. <p><u>Historical Interpretation</u> - To investigate and interpret the past historical enquiry</p> <ul style="list-style-type: none"> I look at pictures, books and listen stories and ask questions about the past. | <p>Knowledge and skills developed in Y1 Geography Curriculum</p> <p><u>To communicate geographically</u></p> <ul style="list-style-type: none"> I can take digital photographs of a locality and use them back in the classroom to help describe a place. I can make drawings of an area I am finding out about. I can use locational language (e.g. near and far) to describe the location of features and routes on a map. I can make on a map of the local area, the location of the school. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> I keep a class weather chart throughout the school year and discuss changes. I can identify land use around the school. | <p>Knowledge and skills developed in Y1 Science curriculum</p> <p>Biology - <u>Animals including Humans</u></p> <ul style="list-style-type: none"> Knows and can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, including pets e.g. cat, robin, adder, frog, goldfish. Knows and can identify and name a variety of common animals that are carnivores (bear, lion, wolf, owl), herbivores (sheep, cow, horse) and omnivores (humans, crow, hedgehog, dogs) Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Including, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. <p><u>Plants</u></p> | |



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| | <ul style="list-style-type: none"> I look at pictures, books and listen to stories and ask questions about the past. <p><u>Organisation and communication - to communicate historically</u></p> <ul style="list-style-type: none"> I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/ carers were children. I know some stories about the past. | | <ul style="list-style-type: none"> Knows and can identify and name a variety of common wild (dandelions, daisies, bluebells) and garden plants (roses, daffodils, sunflowers, tomato), including deciduous (horse chestnut, sycamore, oak) and evergreen trees (fir, holly, hedge). Knows and can identify and describe the basic structure (leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common flowering plants, including trees (as listed above). <p><u>Chemistry - Everyday Materials</u></p> <ul style="list-style-type: none"> Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil. Describe the simple physical properties of a variety of everyday materials such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent |
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| | | | <ul style="list-style-type: none"> • They know the difference between an object and the different types of materials e.g. a ruler can be both plastic and wood. • Compare and group together a variety of everyday materials on the basis of their simple physical properties (materials and properties as above) <p><u>Physics - Seasonal Changes</u></p> <ul style="list-style-type: none"> • Knows when each of the four seasons occurs • Knows what the features of autumn, winter spring and summer are and what happens to trees in each season • Knows that it is not safe to look directly at the sun, even when wearing dark glasses. • Knows that days are longer in summer (sunshine hours) and shorter in the winter. • Knows about and can describe weather in each season over a year. • Observe changes across the four seasons |
| <p>Knowledge and skills developed in Y1 R.E. Curriculum</p> | | | |
| <p><u>Social Sciences</u></p> | <p><u>Theology</u></p> | <p><u>Philosophy</u></p> | |



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| | <ul style="list-style-type: none"> • Name some beliefs of two different faiths. • Recognise beliefs that are the same for different faiths. • Recognise and name the holy books of different faiths. • Retell a story from two different faiths and say what they mean for the believer. • Retell faith stories about the value of each individual. • Talk sensitively about people of different faiths. • Suggest reasons why festivals are important. • Talk about how stories are celebrated at different religious festivals. • Identify names for god in different faiths • Express what believers say god is like. • Describe how religious people may express their beliefs in action. <p>Consider a prayer or text that expresses belief.</p> | | | | | |
| | | <p>Bonfire Night <i>Why do we celebrate Bonfire Night?</i></p> | <p><u>People who help us then and now?</u></p> | | | <p>Transport past and present</p> |



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| <p>Past and Present</p> | | <p><i>Significant person Guy Fawkes</i></p> <p><i>What was life like along time ago? Children look at artefacts from homes when their parents/grandparents were children e.g. telephones (vs mobiles), computers, cameras, large TVs, radio vs Alexa, video, CDs, cassettes, weighing scales.</i></p> | <p>Who are the people who help us? (Then and now)</p> <p>What do they wear now/then? (police and fire officers)</p> <p>Significant person:</p> | | | <p><i>How do we travel and how did people travel in the past?</i></p> <p><i>Significant person: The Wright Brothers.</i></p> |
| <p>Knowledge and Skills</p> | | <p>Enquiry Skills Chronological skills Legacy and relevance</p> <p><u>ELG</u></p> | <p>Enquiry Skills Chronological skills Evidence and source</p> <p><u>ELG</u></p> | | | <p>Enquiry Skills Chronological skills Evidence and source</p> |



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| | | <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> | | | <p><u>ELG</u></p> <p>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;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |
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| <p>EY statements linked to NC subjects</p> <p>History</p> | | <p>Legacy & Relevance Skills/ Chronological Skills:</p> <p>Understand that events/celebrations take place at specific points of the year.</p> <p>Sequence events that are close together in time.</p> <p>Enquiry and Significance Skills:</p> <p>Talk about different jobs and the roles people have in society.</p> <p>Use books to distinguish between fact and fiction.</p> <p>Chronological Skills:</p> <p>Can talk about past and upcoming events with their immediate family.</p> | <p>Enquiry/Chronological skills</p> <p>Understand we need to change what we do/wear in response to the passage of time.</p> <p>Know that weather changes according to the seasons and that we need to dress accordingly to keep ourselves safe and comfortable.</p> <p>Develop self-care routines including choosing appropriate clothing.</p> <p>Evidence and Source Skills:</p> <p>Know that there are key words/vocabulary associated with the passage of time.</p> <p>Use the past tense of verbs with increasing</p> | | <p>Enquiry/Chronological skills</p> <p>Understand that time passes in a sequential order and know that there are times of the day, days of the week and months of the year that repeat and go in order.</p> <p>Narrate their daily routines/weekly activities.</p> <p>Evidence and Source Skills:</p> <p>Know that there are key words/vocabulary associated with the passage of time.</p> <p>Use the past tense of verbs with increasing accuracy and know</p> |
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| | | <p>Significance Skills:</p> <p>Talk about and compare people, events, objects and characters/people in stories and non-fiction texts identifying similarities and differences.</p> | <p>accuracy and know before and after as a concept.</p> <p>Use ordering language such as First, next, after that, then, in the end to sequence stories and events.</p> <p>Significance Skills:</p> <p>Talk about and compare people, events, objects and characters/people in stories and non-fiction texts identifying similarities and differences.</p> | | | <p>before and after as a concept.</p> <p>Use ordering language such as First, next, after that, then, in the end to sequence stories and events.</p> <p>Significance Skills:</p> <p>Talk about and compare people, events, objects and characters/people in stories and non-fiction texts identifying similarities and differences.</p> <p>Describe people they know and discuss similarities and differences between people.</p> |
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| <p>People, Culture and Communities</p>  | <p><u>Street and House Detectives</u> (Features of the local area/ creating simple maps)</p> | | | <p><u>What's the weather like?</u> (Describing the weather/ Exploring contrasting hot and cold places in the world)</p> | <p><u>What can we explore?</u> (Similarities and differences in the UK and in other countries/ exploring the changing seasons)</p> | |
| <p>Knowledge and skills developed</p> | <p><u>ELG People & Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps;</p> | | | <p><u>ELG People & Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> | <p><u>ELG People & Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-</p> | |



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| | | | | 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; | 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. | |
| <p>Links to NC subjects</p> <p><u>Geography</u></p> <p>Location and Place</p> <p>Physical Geography</p> | <p><u>Geography and PSHE</u></p> <p>Recognise that people have different beliefs and celebrations.</p> | | | <p><u>Geography and PSHE</u></p> <p>Recognise that people have different beliefs and celebrations.</p> <p>Understand that some places are</p> | <p><u>Location and Place</u></p> <p>Know that Brown Edge is in England and that there are different countries in the world. Talk about their experiences of visiting different</p> | |



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| <p>Human Geography</p> <p>Geographical Skills (including mapping and fieldwork)</p> | <p>Understand that some places are special to members of the community.</p> <p>Develop a positive attitude to differences between people.</p> | | | <p>special to members of the community.</p> <p>Develop a positive attitude to differences between people.</p> <p>Compare their own life and home to those of people in different countries.</p> | <p>places.</p> <p>Talk about local/familiar environments (their street, the park, Stoke city centre). Know that there are different countries in the world and begin to name some countries.</p> <p>Find out information from stories, non-fiction books, videos, maps, photographs.</p> <p>Know that where they live is unique to them and their family.</p> <p>Know that the world is made up of different countries.</p> | |
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| | | | | | <p>Use a range of sources to find out information including simple maps.</p> <p><u>Physical Geography</u> field, hills, river, road, house, shop.</p> <p><u>Geographical Skills (including mapping and fieldwork)</u></p> <p>Explore different types of maps. Identify things they can see on a map (key features). Know that positional language and directions can tell us where to go.</p> | |
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| | | | | | <p>Talk about some similarities and differences between countries e.g. climate, animals, homes.</p> <p>Know the meaning of and use key words associated with human and physical geography e.g. beach, forest, field, hills, river, road, house, shop.</p> <p><u>Human Geography</u></p> <p>To show care for their own environment.</p> <p>To begin to understand some of</p> | |
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| | | | | | the challenges faced by our planet (pollution, deforestation). | |
| Understanding the World Religious Education | God /Creation UC F1 Why is the word God so important to Christians? | Incarnation UC F2 Why do Christians perform nativity plays at Christmas? | How do people celebrate special events? | Salvation. UC Why do Christians put a cross in an Easter garden? | What is a special place? School, church, home, other places of worship. UC | The school values |
| Knowledge and skills developed | <u>ELG Personal, Social and Emotional development</u> Building relationships Show sensitivity to their own and others' need. <u>ELG Past and Present</u> -Talk about the lives of the | <u>ELG Personal, Social and Emotional development</u> Building relationships Show sensitivity to their own and others' need. <u>ELG Past and Present</u> -Talk about the lives of the people around them and their roles in society. | <u>ELG Personal, Social and Emotional development</u> Building relationships Show sensitivity to their own and others' need. <u>ELG Past and Present</u> -Talk about the lives of the people around them and their roles in society. | <u>ELG Personal, Social and Emotional development</u> Building relationships Show sensitivity to their own and others' need. <u>ELG Past and Present</u> -Talk about the lives of the people around | <u>ELG Personal, Social and Emotional development</u> Building relationships Show sensitivity to their own and others' need. <u>ELG Past and Present</u> -Talk about the lives of the people | <u>ELG Personal, Social and Emotional development</u> Building relationships Show sensitivity to their own and others' need. <u>ELG Past and Present</u> -Talk about the lives of the people |



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| | <p>people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People and communities</u></p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People and communities</u></p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People and communities</u></p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People and communities</u></p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People and communities</u></p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> | <p>around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People and communities</u></p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> |
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| | experiences and what has been read in class. | | | | | |
| Links to the NC subject | Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion | Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that | Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that | Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is | Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the | Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the |



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| | <p>relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based</p> | <p>and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration</p> | <p>there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration</p> | <p>recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical</p> | <p>statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not</p> | <p>statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not</p> |
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“Together with God, Making Learning a Life Long Friend”

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Reception Understanding the World - Knowledge Progression

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| | <p>way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should</p> | <p>on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.</p> | <p>and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.</p> | <p>perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the</p> | <p>hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views,</p> | <p>hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views,</p> |
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Reception Understanding the World - Knowledge Progression

| | curricular dimensions. | | | | | |
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| Natural World  | Me and my small world What's in my basket Senses | Let's go outside What's changed Night and Day | Changes in Winter Let it Flow From Desert to Jungle | Watch it grow Animal Detectives | Pushes and Pulls | |
| Knowledge and skills developed | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) | |



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| | <p><u>Everyday Materials</u> - Name different materials e.g. metal, wood, plastic.</p> <p>Explore collections of materials, identifying similar and different properties.</p> <p>Make predictions of what might happen based on their own experiences.</p> <p>Describe what they see, hear and feel.</p> <p>Explore the natural world around them.</p> | <p><u>Seasonal Change</u></p> <p>Understand the effect of changing seasons on the world around them.</p> <p>Describe what they see, hear and feel.</p> <p>Explore the natural world around them.</p> <p>Talks about changes they notice.</p> | <p><u>Seasonal Change</u></p> <p>Understand the effect of changing seasons on the world around them.</p> <p>Describe what they see, hear and feel.</p> <p>Explore the natural world around them.</p> <p>Talks about changes they notice.</p> <p><u>Animals including Humans</u></p> <p>Know that the world is made up of different animals and plants.</p> | <p><u>Seasonal Change</u></p> <p>Describe what they see, hear and feel.</p> <p>Explore the natural world around them.</p> <p>Talks about changes they notice.</p> <p><u>Animals including Humans</u></p> <p>Know that the world is made up of different animals and plants.</p> <p>Understand the key features of the life cycle of a butterfly and bean.</p> <p><u>Plants</u></p> <p>Understand the key features of the life cycle of a butterfly and bean.</p> <p>Make predictions of</p> | | |
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| | <p><u>Seasonal Change</u> Begin to identify seasonal changes.</p> <p>Talks about changes they notice.</p> <p>Use senses in hands-on exploration.</p> | | | <p>what might happen based on their own experiences.</p> | | |
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