FS2	Autumn		Spring		Summer		Impact (Expectations for children by the end of Foundation Stage)
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost		**Understanding the World (UW) Early Learning Goals:** **Past and Present** • 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. **People, Culture and Communities** • 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.
Trips, Experiences, Festivals	Scholastic Book Fair Visit to Theale Library	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip	
Understanding the World (UW)	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	
	Talk about members of their immediate family and community.	RE Cycle 1 – What makes us special? (Christianity); Why is Christmas important? (Christianity) Cycle 2 – How does God want Christians to look after the world? Are gifts an important part of Christmas? (Christianity)	Talk about members of their immediate family and community.	RE Cycle 1 – How do people celebrate? (Hinduism); Why is Easter important (Christianity) Cycle 2 – What can Jesus' stories teach us? (Christianity); Why was Jesus treated like a King? (Christianity)	Talk about members of their immediate family and community.	Cycle 1 – What can we learn from stories? (Christianity, Islam & Hinduism); What makes places special? (Christianity, Islam & Hinduism) Cycle 2 - Is Shabbat important to Jewish children? (Judaism); Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)	
	Name and describe people who are familiar to them.		Name and describe people who are familiar to them.		Name and describe people who are familiar to them.		
	Understand that some places are special to members of their community.		Understand that some places are special to members of their community.		Understand that some places are special to members of their community.		
	Recognise that people have different beliefs and celebrate special times in different ways.		Recognise that people have different beliefs and celebrate special times in different ways.		Recognise that people have different beliefs and celebrate special times in different ways.		
	Comment on images of familiar situations in the past.	Cycle 1 – Toys from the Past – Childhoods of our parents and grandparents Cycle 2 – Change within Living Memory (school, medicine, communication)	Comment on images of familiar situations in the past.	Cycle 1 – The Great Fire of London 1666 Cycle 2 – Castles (1066 onwards)	Comment on images of familiar situations in the past.	Cycle 1 – Explorers – Captain Scott, Neil Armstrong, Amelia Edwards Cycle 2 – Aviation – Holidays abroad travel and transport (Amelia	

	Compare and contrast characters from stories, including figures from the past.		Compare and contrast characters from stories, including figures from the past.		Compare and contrast characters from stories, including figures from the past.	Earhart and the Wright Brothers.)	**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 in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Draw information from a simple map.	Cycle 1 – Human and Physical Features in our school and the local area Cycle 2 – The UK and Capital Cities (focus on map work)	Draw information from a simple map.	Cycle 1 – Simple maps and routes. The UK - Scotland Cycle 2 – Weather around the World (including Equator, North and South Pole)	Draw information from a simple map.	Cycle 1 – Study of the Arctic (climate, animals, similarities and differences to UK) Cycle 2 - Study of Africa (weather, cultures, wildlife)	
	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.		Recognise some similarities and differences between life in this country and life in other countries.		
	Recognise some environments that are different from the one in which they live		Recognise some environments that are different from the one in which they live		Recognise some environments that are different from the one in which they live		
	Explore the natural world around them.	Outdoor learning Cycle 1 – Ourselves and others/senses Cycle 2 – Materials/weather	Explore the natural world around them.	Outdoor learning Cycle 1 – Polar places Cycle 2 –Houses and homes	Explore the natural world around them.	Outdoor learning Cycle 1 – Nature/ on the farm. Cycle 2 – Maps/changing states Science Plants – exploring plants in the local environment.	

	Describe what they see, hear and feel whilst outside.	Science Humans and other animals – recognising different types of animal Seasons – changes within the seasons	Describe what they see, hear and feel whilst outside.	Types of materials and how they can change.	Describe what they see, hear and feel whilst outside.		
	Understand the effect of changing seasons on the natural world around them.		Understand the effect of changing seasons on the natural world around them.		Understand the effect of changing seasons on the natural world around them.		
	Computing	Uses of technology in the world around us. Introduction to coding: following clear instructions	Computing	What is an algorithm? Giving and following clear instructions. Beebots – programming in instructions.	Computing	Beebots – programming instructions. Addition of beebot maps and more complex instructions. Using technology to create pictures.	