

ELAN Understanding the World Curriculum Map for Reception

Educational Programme: 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.

Early Learning Goal: 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.

Early Learning Goal: 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.

Early Learning Goal: 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.

School Inspection Handbook September 2024

Teaching is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as take account of their interests and dispositions to learning (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and monitor their progress.

Our Intent at ELAN Multi-Academy Trust

Nothing matters more than children making sense of the world in which they live. Children's awe of the world around them needs to be fostered through everyday practice and provision. We aim to offer every child a 'basic entitlement' across the aspects within Understanding the World so their curiosity for knowing, understanding and comparing the world can be explored (cultural capital: the essential knowledge that children need to be educated citizens).

We will implement the above through:

- Giving children personal experiences through **visits** and meeting important members of society (**visitors**).
- **Reading** a broad selection of stories, non-fiction, rhymes and poems depicting our socially, culturally, ecologically and technologically diverse world.
- Enriching and widening children's **vocabulary**, particularly through the introduction of tier 3 words, which will be recorded in a class glossary.
- Embedding and deepening children's understanding within the **continuous and enhanced provision**.

Continuous provision – The purpose of continuous provision is to continue the provision for learning in the absence of an adult. Each area of provision that you create needs a variety of interesting and stimulating resources that engage children and have the potential to extend their learning. Continuous provision is not just the provision that is continuously available (Alistair Bryce Clegg - ABC Does).

Enhanced provision – What is added to the learning environment on a temporary basis. This could be to; build upon children's interest; develop a theme or topic; develop knowledge and/or skills (e.g. colouring mixing, joining techniques), develop basic literacy or maths knowledge and/or skills; provide a direct challenge (Alistair Bryce Clegg - ABC Does).

The three aspects of Understanding the World all interlink. Therefore, the elements of each national curriculum subject (history, science, geography and RE) will be evident across Past and Present, People, Culture and Communities and the Natural World. The use of IT, as a tool for the way children learn, will be threaded across all the aspects of Understanding the World. Furthermore, there are links to other curriculum plans. For example, learning the names of animals and plants (autumn) and then drawing them (summer) as detailed in the curriculum plan for Expressive Arts and Design.

Refer to Development Matters for any further guidance needed for specific cohort learning and development needs.

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	Past and Present Autumn: Knowing	Past and Present Spring: Understanding	Past and Present Summer: Comparing
Intent What every child is entitled to know	- Name and talk about members of their immediate family. - Remember and talk about past and present events in their own life and in the lives of family members. - Talk about how they have changed over time. - Know some similarities and differences between things in the past and now, based on their experiences.	- Understand the past through settings, characters and events encountered in books. - Comment on some similarities and differences between things in the past and now, drawing on their experiences.	- Comment and compare on some similarities and differences between things in the past and now, drawing on their experiences. - Share stories about people from the past who have an influence on the present.
Vocabulary	Develop an awareness of time using common words and phrases relating to the passing of time. For example, a long time ago, in the past, memory, remember, young, old, now, same, similar, different, change over time, timeline and history. Note: What is new to someone, could be old to someone else.		
Implementation How every child is entitled to come to know	Start a simple class timeline for September that records children's experiences throughout the month. Display at child height. Continue for October, November and December. Babies, Childhood, Families and Homes - Children to talk about and represent their families through drawing (young and old family members). Prompt children (if needed) to remember and talk about past and present events in their own lives. - Create an individual timeline for each child. - Share photographs of the teachers when they were young (guess the teacher). - Host a visit from a baby and/or introduce the babies to the home corner (provide a range of girl and boy baby dolls of different ethnicities). Books (memory and change) - Peepo by Janet and Allan Ahlberg - When I was Little Like You by Jill Paton Walsh - Now I'm Big by Margaret Miller - When the Teddy Bears Came by Martin Waddell - Memory Bottles by Beth Shoshan - Wilfrid Gordon McDonald Partridge y Fox Mem - Tell Me Again about the Night I was Born by Jamie Lee Curtis - Granny's Quilt by Penny Ives - The Growing Story by Ruth Krauss and Helen Oxenbury - Once There Were Giants by Martin Waddell - Grandma's Bill by Martin Waddell - My Great Grandpa by Martin Waddell - A House That Once Was by Julie Fogliano - Our House by Emma Rogers and Paul Rogers Enhanced Provision - Replace appliances in the home corner by linking to the past. For example, a vacuum with a carpet sweeper, a washing machine with a mangle, an electric iron with a cast iron and/or a mobile phone with a dial phone. - What do we need for the new babies in the home corner? Children to ask their own families about what they had as a baby. Following this, provide baby clothes, bottles, nappies, food jars, bottles, baby toys, baby books, a cot, a bath, a pram and scales for weighing the baby. Role play washing, feeding and changing the babies including taking the babies out for a walk.	Continue the simple class timeline for January, February, March and April. Toys and Games - Host a visit from a parent/grandparent to talk about (and share) the toys they played as a child. - Host a visit from a parent/grandparent to talk about (and share) the games they played as a child. Books (memory and change) - The Toymaker by Martin Waddell - Too Many Toys by Heidi Deedman - Lost in the Toy Museum by David Lucas - Dogger by Shirley Hughes - Brown Paper Bear by Catherine Allison Enhanced Provision - Source a selection of toys from the past for children to explore and play with. - Source a selection of games from the past for children to play.   Note: After Christmas children may have new toys and games.	Continue the simple class timeline for May, June and July. Letters and Emails Visit a real post box (In the past, post boxes were initially red, then green and finally back to red). - Host a visit from a member of the school office team to share how registers were taken in the past (book) compared to now (online). - Send an email to another school in the trust as a class (iPad and on-screen keyboard). - How did people communicate before emails were invented? Send a letter/postcard to another school in the trust as a class (lined paper and pen). Books (memory and change) - Snail Mail by Samantha Berger - The Postbox by Samuel Rogers - The Jolly Postman or Other People's Letters by Janet and Allan Ahlberg - Click, Clack Moo: Cows That Type by Doreen Cronin - Santa's High-Tech Christmas by Mike Dumbleton and Angela Perrini Enhanced Provision - Provide letter writing kits. - Have a post box in the outdoor provision alongside a system for children to sort and deliver the post (a post bag and children's individual drawers). - Replace appliances in the home corner by linking to the past. For example, replace the computer and keyboard with a typewriter. Stories about people from the past who have an influence on the present. - Steve Irwin, David Attenborough or Jane Goodall (all by Maria Isabel Sanchez Vegara). Discuss how their legacy continues to inspire us to protect the world and all creatures.

ELAN Understanding the World Curriculum Map for Reception

	People, Culture and Communities Autumn: Knowing	People, Culture and Communities Spring: Understanding	People, Culture and Communities Summer: Comparing
Intent What every child is entitled to know	- Know that people have different beliefs and celebrate special times in different ways (consider a celebration that is familiar to most children). - Know that some places are special to members of their community. - Know about the lives of people around them and their roles in society. - Know about their immediate community and members within in their community.	- Know and understand some similarities and differences between different religious and cultural communities (consider a celebration that is not familiar to most children). - Know some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories and non-fiction texts. - Know about the lives of people around them and their roles in society. - Know about their immediate community and members within in their community.	- Compare some similarities and differences between different religious and cultural communities (consider a celebration that is not familiar to most children). - Compare some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories and non-fiction texts. - Know about the lives of people around them and their roles in society. - Know about their immediate community and members within in their community.
Vocabulary	Develop an awareness of common words and phrases relating to people, culture and communities. For example, community, volunteer, special time, celebration, festival, tradition, special place, belief, religion, same, similar, and different.		
Implementation How every child is entitled to come to know	Christmas (birth of Jesus) - Watch CBeebies (Where in the World) https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas 1. Preparing for Christmas 2. Christmas Story Before Christmas: - Ask children to share how their families prepare for Christmas. Educators to highlight how traditions are the same or how traditions are different. - Share what makes a traditional Christmas meal in the UK. Compare to a traditional Christmas meal in another country. For example, in Poland it is fish (carp). After Christmas: - Ask children to share how their families celebrated Christmas. What traditions were the same? What traditions were different? Visit the local church (place of historical importance) and ask the vicar to share the importance of service in the local community. Link to the Harvest Festival. Visit the local food bank or invite in a volunteer from the local foodbank to gift or collect donations and/or parcels from the children. Books - It's a No Money Day by Kate Milner (social). - Grace and the Grumbles by Emily Shore (social). - Read five books from the culturally diverse world book list and five books from the socially diverse world book list based on the people and cultures within the school community. Enhanced Provision - Provide a box of traditional Christmas decorations for children to decorate the home corner. Allow children to pack the Christmas decorations away when they return in January. - Develop a church role play area. - Make a display with the children, showing all the internal people who make up the school community. Take note of any significant people or events in the child's life.	Lunar New Year (arrival of spring and an important date in China) - Watch CBeebies (Where in the World) https://www.bbc.co.uk/cbeebies/watch/chinese-new-year - Preparing for Lunar New Year. - Celebrating Lunar New Year - Lunar New Year Story. - Host a visit from a police community support officer (role in society). Books - Lunar New Year by Natasha Yim (culture). - Eyes That Speak to the Stars by Joanna Ho (culture). - People Who Help Us: Police by Nancy Dickmann (social and non-fiction). - Read five books from the culturally diverse world book list and five books from the socially diverse world book list based on the people and cultures within the school community. Enhanced Provision - Provide a box of Lunar New Year decorations for children to decorate the home corner. - Add to the display, showing all the people who make up the internal school community with those from the external school community. - Provide photos of familiar places in the community to inspire wooden block play and small world play including the local police station. - Provide a police community support officer kit (body vest, hi-vis jacket, hat/cap, body cam, radio/phone, torch, badge). Take note of any significant people or events in the child's life.	Carnival (St Paul's Carnival is a celebration of African Caribbean culture) - Watch CBeebies (Where in the World) https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-carnival2 - Celebrating Carnival. - Host a visit from a performer (or performers), to share their story of music, dance and community (prior to or following the St Paul's Carnival). - Host a visit from a member of the Royal National Lifeboat Institution (role in society). Books - First Festivals: Carnival by Ladybird (culture). - Carnivals Around the World by Christine Butterworth (culture). - Creepy Crawley Calypso by Tony Langham (culture). - Nini at Carnival by Errol Llyod (culture). - Charlie's Magical Carnival by Marit Törnqvist (culture). - Carried Away with the Carnival by Ed Boxall (culture). - Jump up! A Story About Carnival by Ken Wilson-Max (culture). - My Two Grannies by Floella Benjamin. - Coming to England by Floella Benjamin. - My Map Book by Sara Fanelli (a map of another country). - Lifeboat Crew by Nancy Dickmann (social and non-fiction). - Read five books from the culturally diverse world book list and five books from the socially diverse world book list based on the people and cultures within the school community. Enhanced Provision - Develop a role play area for carnival with colourful materials so children can dress up (including feathers, jewellery, strips of fabric for headbands) and enact their own parades (playing mas). Provide carnival music (calypso) and instruments (steel drums). - Provide small world lifeboats and a lighthouse in the water play. Take note of any significant people or events in the child's life.

ELAN Understanding the World Curriculum Map for Reception

	The Natural World Autumn: Knowing	The Natural World Spring: Understanding	The Natural World Summer: Comparing
Intent What every child is entitled to know	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. For example, describe what they can see, hear and feel. - Explore the natural world around them, making observations by naming tress and animals. - Know about changes in the natural world around them (seasons). - Understand where animals live and how some animals behave differently e.g. habitat and hibernation. - Understand the importance of recycling and how we can look after our environment. - Interact and talk about changing states of matter and forces. - Draw information from a simple 2D map - Encourage children to ask simple questions, observe closely, use simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. For example, describe what they can see, hear and feel. - Explore the natural world around them, making observations by naming and drawing landmarks. - Explore the natural world around them, making observations by naming flowers and plants. - Understand the effect of changing seasons on the natural world around them - Observe growth of flowers and plants and understand how to care for flowers and plants. - Understand the importance of recycling and how we can look after our environment. - Recognise some environments that are different to the one in which they live. - Interact and talk about materials, light and dark. - Draw information from 3D models and 2D maps. - Encourage children to ask simple questions, observe closely, use simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions.	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. For example, describe what they can see, hear and feel. - Explore the natural world around them, making observations by naming and drawing tress, animals, flowers and plants. - Compare the effect of changing seasons on the natural world around them. - Understand and compare life cycles. - Interact and talk about changing states of matter and forces. - Explore sound and vibration. - Draw information from street view and aerial maps. - Recognise some environments that are different to the one in which they live. - Encourage children to ask simple questions, observe closely, use simple equipment, perform simple tests, identify and classify, use their observations and ideas to suggest answers to questions.
Vocabulary	Develop an awareness of common words and phrases relating to the natural world. For example, season, autumn, winter, spring, summer, map, street, road, route, landmark, aerial, globe, planet, country, ocean, sea, river, city, town, village, farm, house, shop, office, church, beach, hill, forest, recycle, test, science, float, sink, buoyancy, melt, heat, equipment, light, dark, transparent, magnetic, attract, repel, sound, vibration, fruit, vegetable. bulb, root, seed, soil, the names of trees, plants, flowers and animals seen on simple field studies, same, similar and different.		
Implementation How every child is entitled to come to know	Simple field study: plan an autumn walk around the immediate environment. - Take a photo of a tree (evergreen deciduous, roots, branch, trunk, leaf, leaves), - Look out for common animals (including pets). - Take note of the weather and season. - Display a simple map of the route and plot the photographs taken on the walk. - Go cloud watching. - Play conkers Simple study of animals - Habitat: fox. - Hibernation: hedgehog. Taking Care of the World - Recycling station in the classroom. Changing states of matter - Heat (melt) and cool chocolate. Use a campfire and fridge. Forces - Explore a range of different sized magnets varying in strength. What does repulsion feel like? What does attract feel like?	Simple field study: retrace the autumn walk in the winter. - Take a photo of the same tree from the previous walk and take photographs of landmarks (house, shop, church, beach, hill, forest, sea, river, soil). - Look out for common animals (including pets). - Take note of the weather and season. - Add new photographs to the display of the simple map of the route. Simple field study: retrace the winter walk in the spring. - Take a photo of the same tree, from the previous two walks and take photographs of flowers and plants (daffodil, bluebell, blossom, petal). - Look out for common animals. - Take note of the weather and season. - Add new photographs to the display of the simple map of the route. Simple study of animals, minibeasts and plants - Host a visit from frog spawn. - Observation of growing flowers and plants (sunflower). - Take care of growing flowers and plants. - Plant speedy vegetables (radishes). Simple fieldwork - Go litter picking. Look at the amounts of litter left in different places. Comparing differences between sustainable and non-sustainable waste management.	Simple field study: retrace the spring walk in the summer. - Take a photo of the same tree from the previous three walks and take photographs of any tress bearing fruit. - Look out for common animals (including pets). - Take note of the weather and season. - Add new photographs to the display of the simple map of the route. Simple study of animals and plants - Life cycle of a frog. - Teach names (nomenclature cards) of the parts of the frog: Head, trunk, eyes, webbed feet, hind legs, forelegs, mouth, neck, ear (tympanum) and nostrils. - Harvest speedy vegetables (radish salad). - Collect flowers and name flowers. - Collect leaves and name leaves. Make a leaf crown.



ELAN Understanding the World Curriculum Map for Reception

	The Natural World Autumn: Knowing	The Natural World Spring: Understanding	The Natural World Summer: Comparing
Implementation How every child is entitled to come to know	Mapping - Engage with 2D maps by making familiar environments, sequencing landmarks and designing small worlds. For example, map out the route to the school office and maps to find objects around the classroom. - Provide rolls of wallpaper on the floor for children to freely draw their own road layouts and maps, with toy cars and people or maps related to familiar stories. Books - Tree by Patricia Hegarty (ecological, non-fiction, seasons). - Seasons Come, Seasons Go by Britta Teckentrup (ecological). - Because of an Acorn by Lola Schaefer (ecological). - The Leaf Thief by Alice Hemming (ecological seasons). - A Walk in the Woods by The Woodlan Trust (ecological). - Little Cloud by Anne Booth (ecological). - Foxes (National Geographic) by Laura Marsh (non-fiction ecological). - Fox in the Dark by Martin Jenkins. - Huffin by Pip Jones (hedgehog story ecological). - It Was a Cold Dark Night by Tim Hopgood (hedgehog story ecological). 10 Things I Can Do to Help My World by Melanie Walsh (ecological, non-fiction) - We are Going on a Lion Hunt by David Axtell (journey). - The Train Ride by Julie Crebbin (story, journey). - My Map Book by Sara Fanelli (a map of my bedroom, classroom, school). - The Boy Who Grew a Forest: The True Story of Jadav Payeng by Sophia Gholz (story). Enhanced Provision - Organise the animals by the continents of the world alongside a globe of the world. - Organise the dinosaurs (small world) by herbivores, omnivores and carnivores. - Have a map making kit (map paper with lines, pencil, compass/global positioning system device). - Have puzzles of common animals and trees. - Provide small world play where children can learn basic geographical vocabulary. Physical features: forest, hill, river, soil. Human features: village, farm, house. - Hedgehog house. Set up an investigation area where children can access a range of real resources and equipment to support investigations. Educators to introduce area and support children to name, use and talk about the resources using key vocabulary, such as explore, look, find, collect identify, measure and record. - Natural objects: bark, conkers, acorns, pinecones, leaves, sticks and seeds. Consider different types and contrasting items. EXPLORE and IDENTIFY. - Seashore selection: shells, pebbles, rocks, sea glass, driftwood, starfish, seaweed, minerals and fossils. Consider different types and contrasting items. EXPLORE and IDENTIFY. - Fabric, textiles and other materials (e.g. sheep's wool, silk, 'fur'). - Collecting pots with laminated cards depicting with what children could look for. COLLECT and IDENTIFY. - Magnifying glasses, pots with magnifying lids and a tablet with a magnifying app. LOOK. - Binoculars. LOOK and IDENTIFY. - Animal bones, including skulls (boiled and washed). - Globe, atlases and flags from around the world. FIND. - Mirrors and shiny objects (gems). - Coloured filters, coloured sweet wrappers and kaleidoscopes. - Timers: sand timers, gloop timers, oil clock, wind-up cooking timer, stopwatches. - Clocks: analogue and digital. - Tape measures. MEASURE. - Mechanical equipment: wind-up toys and sets of cogs with pegs and boards. - Torches (battery operated, rechargeable, pump action, wind-up dynamo and solar powered). - Magnets of different sizes, shapes and strengths. - Cameras and voice recorders. RECORD. - Visualiser, light table and/or microscope.	Everyday materials - Explore transparent materials and non-transparent materials including wood, plastic, glass, metal, water, and rock. - What materials cast shadows? Light and dark - Light bulbs, wires and batteries. Mapping - Engage with 3D models and 2D maps by making familiar environments, sequencing landmarks and designing small worlds. For example, the spring walk as a 3D model. Contrasting UK environments - Town Mouse, Country Mouse by Richard Jones (story, town, countryside). - The Bear in the Cave by Michael Rosen (story, town, beach, cave) - Window by Jeannie Baker (ecological). Books - Tree by Patricia Hegarty (ecological, non-fiction, seasons). - Goodbye Autumn, Hello Winter by Kenard Pak (story). - Spring by Lizzie Scott (ecological, non-fiction). - Poetry Basket: I am the seed that grew the tree (ecological, poem). - Rosa Loves Lifecycles by Jessica Spanyol (ecological, frogs) - Yucky Worms by Vivian French (ecological). - I Can Pick Up Litter by Mari Schuh. - Junk DNA by Clare Thompson. - Planet Full of Plastic by Neil by Neal Layton (ecological). - My Shadow by Robert Louis Stevenson. - Luna Loves Gardening by Joseph Coelho. Enhanced Provision - Put coats, woolly hats, scarves and gloves in the home corner. - Have puzzles of common landmarks, flowers and plants. - Put flowers in the home corner. - Provide small world play where children can learn basic geographical vocabulary. Physical features: mountain, valley. Human features: city, town, countryside, farm, house, office, shop, church. - Build a den.	Changing states of matter - Make ice cream. https://www.sciencebuddies.org/stem-activities/ice-cream-bag Sound waves - Experiment with and discuss sound and vibration (speaking tubes, guitar strings). Rice on a drum. Experiment with water in front of a speaker to 'see' waves. Mapping - Explore online maps with the children to look at routes, landmarks and homes on 'street view'. - Look at an aerial view of the school. Contrasting non-Uk environments - Where in the world have you been on holiday? Hot and cold countries. Desert? Books - Rosa Loves Lifecycles by Jessica Spanyol (ecological, frogs) - Tad by Benji Davis. - The Big Radish by Jan Beruchett. - The Street Beneath my Feet by Charlotte Guillian - Tree by Patricia Hegarty (ecological, non-fiction, seasons). - What Can You See in Summer? By Sian Smith (non-fiction). - Bee by Patricia Hearty (ecological). - A Fruit is a Suitcase for Seeds by Jean Richards - Sounds All Around by Wendy Pfeffer . - Here We Are by Oliver Jeffers (ecological). - First Atlas by Miles Kelly (mapping, non-fiction). - The Great Big Book of Families by Mary Hoffman and Ros Asquith (non-fiction - holidays). - Desert Girl, Monsoon Boy by Tara Dairman, Enhanced Provision - Put sun hats and sunglasses in the home corner. - Provide small world play where children can learn basic geographical vocabulary. Physical features: beach, cliff, coast, sea, ocean. Human features: city, town, port, harbour, shop.

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Sand	Intent: what every child is entitled to know	Resources and Equipment	Language
Provide dry sand. Provide opportunities for children to make wet sand. Provide sand resources and equipment. Consider sand in trays and sand on the floor (vary level), Plan for deep sand play and shallow sand play.	• Dig a hole to fit the size needed to bury an object. • Select a tool that is the best size and shape to fill the container they have. • Use a large container to fill a smaller container. • Sift sand and separate sand from other objects. • Move sand with a specific plan or purpose in mind. • Plan structures before building. • Solve problems when constructions collapse or don't work as expected. • Use sand to make objects linked to their play. • Adding a narrative to their sand play. • Invite others to join in with their sand play. • Talk about what they're doing whilst engaged in sand play. • Share their ideas with others communicating what they have made and/or how they made it. • Dig a moat and explore how it will hold water. • Build a wall using an oblong shape (bridging). • Use a range of equipment to create intricate sand creations/impressions linked to a sand artist (Simon Beck). Know the effects and properties of wet and dry sand, such as: • Sand is comprised of many tiny particles of various sizes and colour. Look at a grain of sand under a microscope. • Damp sand holds shape for create with. • When too much water is added, structures don't hold their shape and collapse. • When water evaporates from a structure made with sand, it crumbles/collapses. If you have an outdoor deep sandpit: • On a sunny day, the surface of the sand will be hot, but when children dig down, they find coolness. • On a rainy day, rivulets can move sand, and make beautiful, smooth designs. Visit a park with a sand pit, the beach or sand dunes.	• Sand pit and/or tray. • Tuff spot. • Graduated buckets and bottles of varying size. • Different sized boxes and bowls. • Measuring scoops, an ice cream scoop. spades, ladles, trowels, sticks, combs, forks and rakes. • Funnels and guttering parts. • Different sized sieves and colanders. • Resources with different sized spouts. • Collection of measuring spoons and measuring cups. • Moulds and cake tins. • Tea set (including a tea streamer) and tray. • Counting trays. • Scales. • Sand pendulum. • Large brush. • Dustpan and brush. • Safety glasses. Provide a range of beach resources. For example, pebbles, shells, seaweed, driftwood, lugworms (make sand casts), clams, cockles and sand hoppers. Provide a range of beach resources. For example, rocks, fossils, different types of shells varying in size, sea glass, flags of the world (link to places children have been on holiday), seabirds, cuttlefish bones and sea urchins. Children can access natural resources and small world to transport to sand area. Provide images of different types of sandcastles and other sand sculptures as prompts during sand play. When children begin creating their own structures, take photographs and add these to the prompt collection.	Materials, equipment and what we use Tier 1: sand, water, bucket, spade, tray, hands, colour Tier 2: tool, Tier 3: sieve, funnel, particles, grain Actions and processes (what we do with sand) Tier 1: dig, fill, pour, carry, pat, make, build, mark Tier 2: bury, tip, scoop, shake, squeeze, flatten, shape, measure, compare, test, improve Tier 3: compact, mould, print (in the sense of making impressions), predict Refer to EXTEND Letters and Sound (Step 1) page 22 on opportunities to incorporate Beery's 8 figures of Visual-Motor Integration (VMI). Describing sand, texture and condition Tier 1: wet, dry, soft, hard, smooth, rough, flat Tier 2: damp, crumble, surface Tier 3: flow, consistency Refer to spatial reasoning within the mathematics planning. Honegger's Stages of Block Play. Patterns, shapes, structures and results Tier 1: pile, heap, wall, bridge, tunnel, strong Tier 2: pattern, balance, collapse, sturdy Tier 3: impression, channel, rivulets, structure, foundation Sand play is planned to support the mathematical curriculum, particularly the development of spatial reasoning, pattern, shape and measure. Size, quantity and capacity Tier 1: big, small, tall, short, long, deep, full, empty, heavy, light, more, less Tier 2: wide, thin, high, shallow Tier 3: capacity Educators model and extend vocabulary as they learn alongside children in the sand area, using the ShREC approach (Share attention, Respond, Expand, Conversation) to support language, thinking and reasoning. Books • Magic Beach by Alison Lester. • Look What I Found at the Seaside (National Trust). • The Tiny Grain of Sand by Sylvain Alzial and Benoit Tardif.

ELAN Understanding the World Curriculum Map for Reception

Water	Intent: what every child is entitled to know	Resources and Equipment	Language
Children to ensure clean water is in the water tray each day ready for water play. Children to empty the water tray at the end of each day. Provide water play resources and equipment. Consider water in trays on the floor, at waist height and above head height (vary level). Plan for deep water play and shallow water play. Expose to both cold and warm water play. Substitute snow/ice cubes for water.	• Demonstrate and discuss buoyancy. Encourage children to make predictions and test their ideas. • Create a moat and explore how sand can absorb water, preventing it from flowing freely. • Investigate ways to keep water in the moat. • Read scales and measure quantities, linking numbers to the water they use. • Explore how containers of different sizes and shapes affect the transport, damming, and containment of water. • Plan which materials to use to move water from one place to another. • Choose objects to create barriers and channels to control water flow. • Introduce simple plumbing concepts by creating waterways. • Use lids, taps, stoppers, and plugs to contain water. • Organise a visit from a plumber. • Develop storylines in play, connecting water mixtures and constructions to the narratives children are creating. • Share ideas and communicate about creations, discoveries, and processes with others. Know the effects and properties of wet and dry sand, such as: • Water can take many forms: liquid and solid (ice). • Water flows and spreads out to fill containers of different shapes and sizes. • When too little water is added to a mixture, it doesn't move or mix well. • When too much water is added, it can flood, overflow, or make things collapse. • Water can move objects—float small toys, push sand, or carry leaves along a stream. If you have an outdoor deep sandpit: • On a sunny day, make puddles so children can see how water evaporates. • Go on a rainy-day walk and find where water has formed rivulets or puddles. Observe any moving patterns in sand or soil. Visit a park with a fountain, stream, or pond, the sea, or a riverbank.	• Clear water tray. • Tuff spot with mirror. • Suspend a pulley just above the water tables. Thread a rope through the pulley and attach a bucket to one end of the rope. • Clear graduated buckets, bowls, bottles, cylinders and jugs varying in size. • Different sized sieves. colanders and whisks. • Resources with different sized spouts. • Collection of measuring spoons and measuring cups. • Spray bottles, pipettes, droppers, basters and plastic syringes of different sizes. • Tea set (including a tea streamer) and tray. • Clear funnels added to either end of flexible plastic tubing. • Suspend a funnel low, over the water tray. • Range of sponges. • Thermometers. • Aquarium nets. • Water foundation. • Water pump with pipes and plastic tubing. • Wave machine. • Rubber gloves. • Mop and bucket. • Water butt. • Drainpipes, plumbing parts and guttering parts. • Garden sprinkler. • Provide a range of pond life resources. For example, a water beetle, pond snail, freshwater mussel, minnow, water flea, flatworm or leech. • Provide a range of sea life resources. For example, rays, sharks, squids and a mermaid's purse. • Children can access natural resources and small world to transport to water area. • Provide resources that children can use to enhance water play. For example, washing up liquid, bars of soap, flowers, natural colouring and essential oils.	Materials, equipment and what we use Tier 1: water, bucket, cup, jug, tray, hands, sponge, funnel Tier 2: tool, pipette, container, stopper, plug Tier 3: measuring cylinder, siphon, channel, rivulet, plumbing Actions and processes (what we do with water) Tier 1: fill, pour, tip, drop, spill, stir, move, carry, splash Tier 2: transfer, mix, measure, compare, float, sink, test, predict, improve, block, divert Tier 3: channel, control flow, evaporate, filter, dam, flood, buoyancy Describing water – properties and condition Tier 1: wet, warm, cold, fast, slow Tier 2: damp, light, heavy, shallow, deep, containing, barriers, absorb Tier 3: flow, current, capacity, liquid Water play is planned to support the mathematical curriculum, particularly the development of spatial reasoning and measure. Size, quantity, and Ccpacity Tier 1: full, empty, big, small, more, less, high, low Tier 2: wide, thin, tall, short, shallow, deep, heavy, ligh, deep Tier 3: volume, capacity, displace Patterns, Shapes, and Results Tier 1: wave, ripple, splash, puddle Tier 2: pattern, stream, circle, line, trail, balance Tier 3: rivulet, channel, structure, flow path Books • The Tickly Octopus by Ruth Galloway. • Who Sank the Boat by Pamela Allen. • Float by Daniel Miyares • Flooded by Mariajo Ilus • Noah's Ark by Lucy Cousins • Blown Away by Rob Biddulf • Lost and Found by Oliver Jeffers • Mrs Plug and the Plumber by Allan Alhberg

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Sensible and Meaningful Assessment

Past and Present	Impact		
Term	Autumn	Spring	Summer
Percentage of children who are secure			
Who needs more experience or a different learning experience? Record children's initials.			
How will we do this? Consider context and range of situations.			

People, Culture and Communities	Impact		
Term	Autumn	Spring	Summer
Percentage of children who are secure			
Who needs more experience or a different learning experience? Record children's initials.			
How will we do this? Consider context and range of situations.			

The Natural World	Impact		
Term	Autumn	Spring	Summer
Percentage of children who are secure			
Who needs more experience or a different learning experience? Record children's initials.			
How will we do this? Consider context and range of situations.			

Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.