

## Understanding the World at Heymann **need links to planning examples**

### ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

Nursery	Reception
<b>Building blocks to achieve People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• Develop positive attitudes about the differences between people ( see Jigsaw planning)</li> <li>• Children to know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<b>Building blocks to achieve People, Culture and Communities</b> <ul style="list-style-type: none"> <li>• Draw a simple map</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Look at features of own environment and compare to another region</li> <li>• Look at features of own life and compare to another child in another country.</li> <li>• Recall key vocabulary and facts identified from planning through regular, planned retrieval session</li> </ul>
<b>Continuous provision:</b> <ul style="list-style-type: none"> <li>• Books, small world, role play, display reflect school community and range of cultures</li> </ul>	<b>Continuous provision:</b> <ul style="list-style-type: none"> <li>• Opportunity for children to draw maps of real things or from story settings</li> <li>• Photos of places of local importance</li> <li>• Resources across provision reflect different celebrations throughout the year</li> </ul>
<b>Role of adult:</b> <ul style="list-style-type: none"> <li>• Encourage and prompt talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> <li>• Answer their questions and encourage discussion.</li> <li>• Show interest in children's lives and prompt the children to talk about places they have visited</li> <li>• Using books, maps and props adult model and encourage use of planned vocabulary related to theme about places in the world to identify things that are the same and different</li> </ul>	<b>Role of adult:</b> <ul style="list-style-type: none"> <li>• Talk about name of school and where it is.</li> <li>• Using digital maps and photos of school setting, prompt and encourage children to talk about what they notice using planned vocab</li> <li>• Model how to draw a simple map from an aerial view</li> <li>• Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own and family's experiences where possible</li> <li>• Show interest in children's lives and prompt the children to talk about who the people at home are and their memories by sharing own memories eg I remember when I celebrated..., At the weekend..., In the summer holidays I went to....</li> <li>• Using photographs from adults and children, films and books talk about different regions in GB</li> </ul>

	<ul style="list-style-type: none"> <li>Using photographs, film and books talk about similarity and differences about children's lives in another country ( travel, home, food)</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Map</li> <li>Directional Language</li> <li>Forward</li> <li>Backward</li> <li>Left</li> <li>Right</li> <li>over there</li> </ul> Physical vocab Hill, Sea, Island, Land, Soil, Rock, Beach, Wood, Season, Weather Human Vocab Types of houses,Shop, Park, Building, Farm, Railway,Bridge, Tunnel, Road, Station, airport	Vocabulary <ul style="list-style-type: none"> <li>Map</li> <li>Directional Language</li> <li>Forward</li> <li>Backward</li> <li>Left</li> <li>Right</li> <li>over there</li> </ul> Physical vocab Hill, Sea, Island, Land, Soil, Rock, Beach, Wood, Season, Weather Human Vocab Types of houses,Shop, Park, Building, Farm, Railway, Bridge, Tunnel, Road, Station, airport