

Understanding the World at Heymann

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

- Using photographs, film and books talk about similarity and differences about children's lives in another country (travel, home, food)

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| Vocabulary <ul style="list-style-type: none"> • Map Directional Language • Forward • Backward • Left • Right • over there 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"> • Map Directional Language <ul style="list-style-type: none"> • Forward • Backward • Left • Right • over there 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 |
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