



Early Learning Goal

ELG Children at the expected level of development will: - 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.

How can we support in ensuring that the children are provided with rich and varied experiences in order for them to successfully achieve the ELG?

- 1 To teach children to learn about their immediate and wider family and community, and their past and present experiences in their own lives.
- 2 To encourage children to think about their individuality and therefore to be sensitive to the individuality of others.
- 3 To observe the similarities and differences of the people in their family and their community and to learn about their traditions.

Key learning opportunities. Looking at maps, books fiction and non-fiction. Sharing photos and artefacts.

Curriculum Intent EYFS

Autumn 1 Topic - Homes People Who Help us.	Autumn 2 Topic - Autumn and Winter Celebrations.	Spring 1 Topic- Beware of the Bears!
<p>Focus: Talk about members of their immediate family and community. Make links to their own lives. Key Experiences: Sharing photos from home. Sharing All About Me Booklet and giving 'child voice' comments. Creating pictures of their families for the home-corner display. Talking about their community, looking at a map of the UK, locate Peterborough. Identify key places e.g The Cathedral, The local shops, Our school.</p> <p>Key Texts to explore: Home - Carson Ellis All About Families - Usborne All are Welcome by Alexandra Penfold</p> <p>Look at photos of local places. Display them in the building area.</p> <p>People Who Help us. Focus: People who help us in school. - Arrange visits from people who help in school. They can talk about their role, answer questions. Take photos to share with parents on Tapestry.</p>	<p>Focus: Understand that some places are special to members of their community. Look at Peterborough Cathedral, create models. Visit to a local church (Nativity performed at the local church) Children to share photos and experiences linked to their own special places for celebrations. Lapwing connection - Community project linked to kindness theme</p> <p>Key Texts to explore: Display photos of local places of worship. Celebrations around the world by Katy Halford.</p> <p>Focus: Recognise that people have different beliefs and celebrate special times in different ways Key Experiences: Share photos, videos (on Tapestry) use books and artefacts to talk about different celebrations. Ideally, linked to the children's lives.</p>	<p>Focus: Draw information from a simple map.</p> <p>Focus on story maps linked to key texts. Children can create their own story maps using objects, puppets and then draw the maps.</p> <p>Key Texts to explore: Goldilocks and the Three Bears. We're Going on a Bear Hunt.</p>

Spring 2 Topic Food/ Kenya / Dental Health	Summer 1 Topic- Mini-Beasts, Spring and Plants.	Summer 2 Journeys, London.
<p>Focus: Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Key Experiences:</p> <ul style="list-style-type: none"> - Identify where Floella Benjamin was born. Compare with the UK. Look at the story of Handa's Surprise - Where is Kenya? - Explore life in Africa - look at video clips, photos, books, maps and use an early atlas. - Look at different types of food. <p>Key Texts:</p> <p>Coming to England by Floella Benjamin Handa's Surprise Eileen Browne Mama Panya's Pancakes</p>	<p>Focus: Describe their immediate environment</p> <p>Key Experiences: Outdoor learning opportunities. Identify key places around them e.g Ferry Meadows, The park, The shops.</p> <p>Look at photos of their local area. Talk about their walk to school, create simple maps.</p> <p>Observational drawings of their local area.</p>	<p>Focus: Draw information from a simple map.</p> <p>Key Experiences: London Study linked to The Naughty Bus book. Identify London on a map. Create 'Messy Maps'</p> <p>Look at maps of London. Talk about key features of London. Create a bus in the outdoor area and go on a journey. Create a 3D box model skyline of London.</p> <p>Key Texts: Naughty Bus Maisie Goes to London A Walk in London by S. Rubbino</p>

