



EYFS People Culture and Communities Curriculum Overview T. Fry Curriculum Intent

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!
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. Key Texts to explore: Home - Carson Ellis All About Families - Usborne All are Welcome by Alexandra Penfold Look at photos of local places. Display them in the building area. 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.	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 Key Texts to explore: Display photos of local places of worship. Celebrations around the world by Katy Halford. 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.	Focus: Draw information from a simple map. Focus on story maps linked to key texts. Children can create their own story maps using objects, puppets and then draw the maps. Key Texts to explore: Goldilocks and the Three Bears. We're Going on a Bear Hunt.

Spring 2 Topic Food/ Kenya / Dental Health	Summer 1 Topic- Mini-Beasts, Spring and Plants.	Summer 2 Journeys, London.
Focus: Recognise some similarities and differences between life in this country and life in other countries. Key Experiences: - 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. Key Texts: Coming to England by Floella Benjamin Handa's Surprise Eileen Browne Mama Panya's Pancakes	Focus: Describe their immediate environment Key Experiences: Outdoor learning opportunities. Identify key places around them e.g Ferry Meadows, The park, The shops. Look at photos of their local area. Talk about their walk to school, create simple maps. Observational drawings of their local area.	Focus: Draw information from a simple map. Key Experiences: London Study linked to The Naughty Bus book. Identify London on a map. Create 'Messy Maps' 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. Key Texts: Naughty Bus Maisie Goes to London A Walk in London by S. Rubbino

