

# Understanding the World: People, Culture and Communities

## Curriculum Objective

### 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 different between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps.

## Links Across the Curriculum

History — learning new vocabulary—before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are.

## Components Autumn Term

## Supported through...

Begin to look at themselves and with adult support being able to talk about some of their features ,similarities and differences to their peers/family members.

- Self and family portraits—mirror activities.
- Sharing photos from home.
- Whole class well being, introduction/circle time activities.

Begin to see themselves as part of a family and know who is in their family.

- A variety of books.
- No Outsiders program.
- Celebrating a range of religious/cultural celebration days.

Begin to see themselves as part a class, e.g. feel like they belong.

- Show and tell of their own experiences of religious and cultural celebrations.
- Parent visits and interaction days.
- Display maps of the local area and the country.

Have some understanding of where they come from, e.g. country, ethnic background, spoken languages etc.

- Famous landmarks
- English Topic work—'Me and my Community'
- Whole school RE days

With adult support begin to have some understanding of a simple map. E.g. school and the surrounding community

- Navratri day in class

## Components Spring Term

## Supported through...

Begin to discuss their family and their community and various aspects of home life.

Start to describe themselves and their family members in more detail.

Show some understanding of how others might have different religions, belief's and values.

Take part in celebrating others celebration days, developing their understanding.

Start to talk about things which are found in their local community, Leicester and the UK.

- Sharing photos from hoe and around the community/local area.
- Topic lessons surround the local area and where we live, including simple maps.
- Topic lessons surround members of the family and family celebrations.
- Display maps of the local area and the country.
- Reading traditional tales alongside more modern books.
- Celebrating a range of religious/cultural celebration days.
- No Outsiders program.
- Show and tell of their own experiences of religious and cultural celebrations.
- Parent visits and interaction days.
- Whole school RE days

## Components Summer Term

## Supported through...

Able to develop further understanding regarding their religion and belief's and those of others.

To talk about things which are found in their local community, Leicester and the UK and begin to make some comparisons with other countries.

Show more understanding of a simple map.

Being able to understand that some places are special to members of their community.

- Sharing photos from hoe and around the community/local area.
- Topic lessons surround the local area and where we live, including simple maps.
- Display maps of the local area and the country.
- Look at similarities and differences between our community and other countries.
- Topic lessons surround members of the family and family celebrations.
- Reading traditional tales alongside more modern books. ' Baby goes to Market'
- Celebrating a range of religious/cultural celebration days.
- No Outsiders program.
- Show and tell of their own experiences of religious and cultural celebrations.
- Parent visits and interaction days.
- Whole school French day

# Understanding the World: Past and Present

## Curriculum Objective

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and difference 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 story telling.

## Links Across the Curriculum

History — learning new vocabulary—before ,after, now ,yesterday, today ,tomorrow / Geography — What is a map-? Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.. Art— children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks to represent the human form. / Design and Technology— children will be shown how to hold scissors (thumb on top, finger below) / English—role play / Shared reading -sitting / listening / Music—singing songs and nursery rhymes, singing rhymes e.g. five little ducks, rhythm copy-clap of names, high and low sounds—voice sounds, performing rhymes. PHSE—children will learn how to talk to their friends in a kind voice and they know who their friends are.

## Components Autumn Term

## Supported through...

Begin to have some understanding of where they come from, e.g. country, ethnic background, spoken languages etc.

- Sharing photos from home.
- A variety of books.
- No Outsiders program.

Begin to understand that there are many different people in our community and they have different roles.

- Celebrating a range of religious/cultural celebration days.
- Show and tell of their own experiences of religious and cultural celebrations.

Begin the names of some roles and describe what they do, doctor, teacher, shop worker, police person, firefighter,

- Parent visits and interaction days.
- What if ... experiments within continuous provision.

Begin to understand that many things were different 'long ago' in the past to what they are now.

- Small world—house, emergency vehicles etc.
- People who help us puzzles

Explore and show interest in how things work, e.g. toys, cars, simple machines.

- Videos of people who work in our community
- Role play area

Explore different materials, including soft, hard, rough, smooth etc.

## Components Spring Term

## Supported through...

Able to understand there are aspects which have changed from in the past to the present, e.g. toys, cars, household appliances.

Match the names of more roles and describe what they do, doctor, paramedic, nurse, pilot, teacher, shop worker, police person, firefighter, vet, dentist.

Explore and show interest in how things work, e.g. toys, cars, simple machines and begin to think about how they might be different from the one we had in the past.

Explore different materials, including how strong they are, whether they are waterproof for a purpose.

- Sharing photos from home and around the community/local area.
- Topic lessons surround the local area and where we live, including simple maps.
- Topic lessons surround members of the family and family celebrations.
- Visiting a local shop
- Lesson surrounding people who help us and what they do, including their roles, uniforms etc.
- Role and job matching activities.
- Cbeebies people who help us videos.
- Doctors surgery role play.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Dressing up and role play.
- Whole school Science day

## Components Summer Term

## Supported through...

Explore and show interest in how things work, e.g. toys, cars, simple machines and begin to think about how they might be different from the one we had in the past and how we could make them better.

Use some prior knowledge and experiments for show some simple problem solving, e.g. using something that floats to make a boat.

Begin to show a deeper knowledge about people and their roles/jobs through retelling stories etc.

- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Dressing up and role play.
- Role and job matching activities.
- Cbeebies people who help us videos.
- Hairdressers role play.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Dressing up and role play.
- Whole school Science day

# Understanding the World: The Natural World

## Curriculum Objective

### The Natural World

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and difference 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 story telling.

## Links Across the Curriculum

Art and Design—understand that a human body normally has a head, neck, body, two arms and two legs, two hands, two feet, five fingers and five toes, use natural materials to create images, e.g. logs, twigs pebbles etc to create 2D and 3D art, painting a place is called landscape / Design and Technology— questions to deepen understanding e.g. how does that work? Why have you put \_\_\_ there? Trying different food types e.g. savoury and sweet, grow vegetables and know where different food comes from, evaluate creations. E.g. 'I really like...' / Geography—map work, other destinations around the world, sand play to build and dig, seashore, different habitats for particular animals, aware of school name, where they live and identify what is in the local area. E.g. shops, houses, road, awareness of school environment, observation about weather, season—appropriate clothing / Forest School— understanding different environments in school, History— past and present basic language, e.g. yesterday and today, changes in toys, different types of transport in the world, / Music—what noises can you hear in the environment, exploring instruments and pitch. / PSHE—exercise is good for the body, celebrating others achievements, concept of money, understanding that people and community have an impact on the area they live in / RE— celebrations of others cultures, inclusivity / Science— experience of planting and looking after plants, name basic trees and plants, understanding of strong or weak materials e.g. brick is strong, investigate with magnets, there are particular habitats for particular animals, importance of recycling, performing simple tests —links to magnets, observational drawing / safeguarding—how to be safe in the environment e.g. walking sensible, staying close to your known adult, stranger danger

## Components Autumn Term

## Supported through...

Notice and talk about some things they seen in the natural environment.

Have basic knowledge surrounding seeds grow into plants/flowers/tree

Name farm and zoo animals and their noises

Develop understanding that all animals do not fit into the same group. Develop awareness that mammals, birds and insects are some animal groups.

Begin to understand that the world is made up of lots of different natural materials.

Begin to understand we have different seasons and some of the things which happen in Autumn.

Begin to use their senses to explore the natural world.

- Forest schools.
- A variety of books.
- Show and tell of their own experiences of days out and holidays.
- Parent visits and interaction days.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Lets explore... trays.
- YouTube videos about animals.
- Shared reading books.
- An enormous Turnip book topic.
- Vet surgery role play.
- Topic taught lessons surrounding animals, key facts about them and their babies.
- Animal categories sorting activities.

## Components Spring Term

## Supported through...

Make more in depth observations and comments about what they see in their environment.

Understand that seeds need sunshine, water and soil to grow and we need to be looked after.

Names some local animals and birds they might see within their community and surrounding area.

Develop understanding that there are different animal groups and begin to use their names, e.g. Mammals, insects, reptiles, birds

Gain further understanding of the materials found in the natural world and begin to understand some of their properties, e.g. wood is strong, fabric is flexible, glass is breakable etc.

Develop an understand that there are 4 seasons in a year and different things happen in each season.

Begin to understand some aspects of Winter and Spring.

Describe things which they see hear and feel while they are outside, using newly learnt vocabulary.

Explore using their senses and use trial and error to test their thinking and ideas.

- Forest schools.
- A variety of books.
- Show and tell of their own experiences of days out and holidays.
- Parent visits and interaction days.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Lets explore... trays.
- YouTube videos about animals.
- Shared reading books.
- An enormous Turnip book topic.
- Vet surgery role play.
- Topic taught lessons surrounding animals, key facts about them and their babies.
- Animal categories sorting activities.

## Components Summer Term

## Supported through...

Through observation make comments and ask questions about the environment and what they see to clarify and develop their own understanding.

Have a deeper understanding that all plants follow the same cycle though the seeds/plants might be very different.

Match animals with their babies and begin to use the correct infant names

Develop a good understanding that different animals have different life cycles, e.g. that mammals have live babies which look like them; birds and reptiles have eggs which hatch and have similarities and also change to look like their parents; and butterflies follow a different pattern.

Develop understanding that there are different animal groups and understand some of the key distinguishing characteristics, e.g. reptiles have cold blood and have eggs, mammals have hot blood and have live babies.

Use some prior knowledge and experiments for show some simple problem solving, e.g. using something that floats to make a boat.

Continue to develop the understanding of seasons within the year.

Have a baseline understanding of Autumn, Winter Spring and Summer.

Develop a good variation of knowledge surround the natural world and use it to discuss and ask questions.

Independently explore and test their learning and ask questions about the natural world around them.

- A variety of books.
- Show and tell of their own experiences of days out and holidays.
- Parent visits and interaction days.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Lets explore... trays.
- YouTube videos about animals.
- Topic taught lessons surrounding animals, key facts about them and their babies.
- Animal/baby matching activities.
- Caterpillar to butterfly experiment/eggs to chicks experiment.
- School trip to Twycross Zoo.
- Writing task surround what we saw at the zoo.
- Animal categories sorting activities.

## Vocabulary

Autumn	Spring	Summer
<p>Portraits, seasons, autumn, spring, raining, sunny, snowy, cloudy windy, warm, hot, cold, freezing, world, map, , Leicester, environment, birthday, celebration, before, after, long ago, then, past and present, Transport—bus, car train etc. Electronics devises—washing machine, Hoover, televisions etc. Toys —spinning tops, plop into top toys etc, iPad, game boys etc. family, cousins, mum, dad, brother, sister, grandma, granddad, uncle, aunty.</p>	<p>Spring, plants, flower, trees, little, big, short, long, grow, bloom, hot, cold, water, sun, soil, pot, seed, bulb, watering can, fork, spade, rake, doctor, paramedic, nurse, pilot, teacher, shop worker, police person, firefighter, vet, dentist, hairdresser. Clear, blue, sky, star, rocket, dark, lasso.</p>	<p>Different insect names e.g. ladybird, bee, ant...habitats, diet, Butterfly, cocoon, caterpillar, leaf ,hungry, life cycle Market, Africa, coconut, bananas, oranges, chilli peppers, sweetcorn ,baby , mama Peace, late, Mr Bear, Mrs Bear, Baby Bear, tired, asleep, pretending, kitchen, drip, drip, tick-tock, cuckoo, garden, tweet, alarm clock</p>

## Preparing for the National Curriculum

<i>English</i>	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
<i>All subjects</i>	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
<i>Science</i>	Changes in the season and developing weather vocabulary (e.g. windy, rainy, showering, foggy, frosty, sunny) and discussing what the season it is. Discuss different properties e.g. waterproof, strong, weak, hard and soft.
<i>Geography</i>	Discussion about where we live 'Me and my community'
<i>Art</i>	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

### Outcomes / Composites

- Describe the environment using knowledge from observation
- Drawing basic maps
- similarities and differences between different religious and cultural communities in this country
- Explain some similarities and different between life in this country and life in other countries
- Talk about the lives of the people around them and their roles in society.
- Know some similarities and difference between things in the past and now,
- Understand the past through settings, characters and events
- Talk about the lives of the people around them and their roles in society.

### Stickability

Science investigations—e.g. magnets, ice melting, forest school activities, trip to the farm, visitor from different background and jobs. E.g. engineer, architecture etc.

### Character Traits

Curiosity	Resilient	Ambitious	Kind
Articulate	Respectful		

### WOW

Role play opportunities — kitchen/home corner /Santa's toy shop/baby clinic/fruit and veg stall/vet/picnic area.  
Science provision  
English units—Goldilocks and the 3 Bears

### Diversity in the Curriculum

Visual aids—showing a range or ability, race and culture.  
Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc.  
Access to a variety of different musical instruments., like African drums, etc.