

Early Years Foundation Stage

Area of Learning and Development: Understanding The World – People, Culture and Communities

Educational Programme for Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Development Matters Non-Statutory	Early Learning Goal – People, Culture and Communities Statutory
<p>Children in Reception will be learning to:</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children at the expected level of development will:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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</p>
<p>Planning for Learning (LPDS) Skills, Knowledge, Concepts – what children can do, know and understand.</p>	
<p>Key Learning linked to People, Culture and Communities – Cultures and Beliefs</p> <p>Communication Express feelings, give opinions and reasons. Comment on significant events in own lives, talk about their family, friends and the local community. Know about how people are similar, how people are different in gender, language, ethnicity, religion, culture and SEND. Use language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or nonverbally.</p> <p>Respect Themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p>Observe Look closely and consider their own culture and religion and that of the people in their own community. Look closely at and observe the lives of people in communities in other countries within the world.</p>	

Describe

Culture and religion in relation to themselves, friends, family, and other people within their community based on their own experiences, events, objects or artefacts. Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world.

Compare

Recognise the similarities and differences in culture and religion between them and other communities. Look closely at and make comparisons between this country and the lives of people in other countries within the world.

Research

Show curiosity and interest, find out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations - explore and ask different types of questions, examine possibilities, consider alternatives.

Vocabulary

Language of tolerance, respect and co-operation

Key Vocabulary

Tolerance, respect, co-operation, belief, religion, same, different, value, Christian, Muslim, Hindu, Islam, church, mosque, temple, culture, God, Goddess, bible, Qur'an, cross, prayer