

## 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

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 mag-

## Components Autumn Term

## Supported through...

Look at themselves, some of their features and 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.
- Forest schools
- A variety of books.
- No Outsiders program.
- Celebrating a range of religious/cultural celebration days.
- 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.
- Famous landmarks

See themselves as part of a family and know who is in their family.

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

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

To show some understanding of a simple map. E.g. school and the surrounding community

## Components Spring Term

## Supported through...

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.

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.

## Components Summer Term

## Supported through...

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.

- 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.
- 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.

## 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

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 mag-

### Components Autumn Term

### Supported through...

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

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

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

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

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

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

- Sharing photos from home.
- A variety of books.
- No Outsiders program.
- Celebrating a range of religious/cultural celebration days.
- Show and tell of their own experiences of religious and cultural celebrations.
- Parent visits and interaction days.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.

### Components Spring Term

### Supported through...

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 water-proof 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 toy workshop.
- 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.
- Vegetarian surgery role play.
- What if ... experiments within continuous provision.
- Small world—house, emergency vehicles etc.
- Dressing up and role play.

### 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.

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.

## 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 make 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.
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- 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.

- 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.
- 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.

Autumn	Spring	Summer
<p>Map, City, building, house, park, swimming pool, shop, hairdressers, school, doctors. Church, Mosque, Synagogue, City, country. Religion.</p> <p>Member of the family—facial features, portraits. family, cousins, mum, dad, brother, sister, grandma, grandad, uncle, aunty.</p> <p>Places found in local area—clock tower, Highcross, Rushey Mead Primary School, Mosque.</p> <p>Festivals—Diwali-festival of lights, diva etc, Christmas- nativity, Jesus etc celebration, birthday</p> <p>Past and present—different types of toys/vehicles. spinning tops, plop into top toys etc, iPad, game boys etc. , bus car train etc.</p> <p>Seasons—autumn, spring.</p> <p>Weather hot/cold, rain, cloud, storm,</p> <p>Minibeast, insect—ladybird, worm, butterfly. Fox, squirrel, mouse, hedgehog. Bird,</p>	<p>Christian, Hindu, Muslim, Punjabi.</p> <p>Festival's—Hoil- festival of colour etc, Eid,</p> <p>Other countries—India, similarities and differences.</p> <p>People who help us—police, firefighters, paramedic, vet, doctor.</p> <p>Past and present—electronics devises—washing machine, Hoover, televisions etc.</p> <p>Minibeast, insect—ladybird, worm, beetle, bee, caterpillar, butterfly</p> <p>Mammal— badger, bat, deer. Farm animals—horse, cow etc.</p> <p>Baby animals—calf, foal, piglet, chick etc.</p> <p>Bird, wood pigeon , owl, blackbird</p> <p>Spring, little, big, short, long, grow, plant, flowers, trees, seasons, spring tall, bloom, hot, cold, water, sun, soil, pot, seed, bulb, watering can, fork, spade, hoe, rack</p>	<p>Different jobs people do—librarian, teacher, shop worker, cleaner, everyone is special and needed in society.</p> <p>Animal babies, habitats, diet—carnivore, herbivore, omnivore.</p> <p>Animals names from farm, safari, rainforest, artic, ocean—similarities and differences between the different habitats, like cold/hot, rainy/dry, sand/snow/grass etc.</p> <p>On the beach- Clear, blue, sky, salt sea, shark, whale, mermaid, sealion, seagull, dolphin crab, dogfish, catfish. Splash, splash, damp, splosh, seaweed, Hermit crab, anemone, bristle worm, rock pool, shell, storm, paper cup, ice cream tub, friend, sea, whelk shell.</p> <p>Wild animals—elephant, giraffe, antelope, boar, crocodile, monkey, gorilla, snake, flamingo, hippopotamus etc.</p>

## Preparing for the National Curriculum

English	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.
All subjects	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.
Science	Discuss different properties e.g. waterproof, strong, weak, hard and soft. 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.
Geography	Discussion about where we live support Year 1 in Bright lights big city topic.
Art	Discuss the art work and begin to have an opinion on it—Famous artist (Pier Mondrian and Vincent Van Gogh)

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum								
<ul style="list-style-type: none"> <li>Describe the environment using knowledge from observation</li> <li>Drawing basic maps</li> <li>similarities and differences between different religious and cultural communities in this country</li> <li>Explain some similarities and different between life in this country and life in other countries</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and difference between things in the past and now,</li> <li>Understand the past through settings, characters and events</li> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<p>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.</p>	<p>Role play opportunities — kitchen/home corner /Santa's toy shop/baby clinic/fruit and veg stall/vet/picnic area.</p> <p>Trips—Farm, traveling toy box</p> <p>Visitors (cls Toys and Past and present / library services / other professionals)</p> <p>Science provision</p> <p>Forest Schools—cooking on a fire etc</p> <p>English units—3 little pigs, making houses from straw, sticks and bricks.</p> <p>Festival celebrations-activities, dancing, dressing up.</p>	<p>Visual aids—showing a range or ability, race and culture.</p> <p>Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc.</p> <p>Access to a variety of different musical instruments., like African drums, etc.</p> <p>Showing famous mathematician e.g. Shakuntala Devi, Google CEO Sundar Pichai.</p> <p>Diversity in the characters in books</p> <p>No outsiders—Moma, mummy and me—Author.</p> <p>Culture dances with related music.</p> <p>Learn about different places of worship and different cultures and religions.</p>								
	<h3>Character Traits</h3> <table border="1"> <tbody> <tr> <td>Curiosity</td> <td>Resilient</td> <td>Ambitious</td> <td>Kind</td> </tr> <tr> <td>Articulate</td> <td>Respectful</td> <td></td> <td></td> </tr> </tbody> </table>	Curiosity	Resilient	Ambitious	Kind	Articulate	Respectful				
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