

St Charles' Catholic Primary School

Early Years

Understanding the World

**People, Culture and Communities and Past and
Present Curriculum
Reception**

St Charles' Catholic Primary School
Reception Understanding the World Curriculum Overview

Our Understanding the World curriculum has been developed to compliment our Literacy curriculum to create over arching themes that engage and embed learning.

The curriculum builds on prior knowledge so that children remember more.

Through our RE curriculum -Come and See children explore the Catholic and other faiths complementing the learning in our curriculum.

Understanding the World curriculum is greatly enhanced through our school forest school provision.

Children are exposed to real-life experience for example when learning about lifecycles we engage the children with living eggs (chicks) and butterfly gardens.

Progressive continuous provision curriculum planning that builds on children's interest.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum.

Whole school events such as STEM week. Involvement in our Parish community and school trips linked to our themes to engage the children in their learning and increase cultural capital.

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's The World learning through including them when learning about families and inviting them in to school to share their experiences as well as online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.



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.

Statutory Framework

	Understanding the World People, Culture and Communities and Past and Present Curriculum		
Long Term Plan	Nursery	Reception	Celebrations/Days
Autumn 1	<p>All About Me How am I Unique?</p> <p>History</p>	<p>My Family and Me What makes my family special?</p> <p>History</p>	Diwali
Autumn 2	<p>My Home Where do I live?</p> <p>Geography</p>	<p>My City Where is Newcastle upon Tyne?</p> <p>Geography</p>	<p>Bonfire Night</p> <p>Remembrance Day</p> <p>Christmas</p>
Spring 1	<p>The Poles Does anyone live on the North or South Pole?</p> <p>Geography</p>	<p>All around the World Is it hot in Africa?</p> <p>Geography</p>	<p>Chinese New Year</p> <p>Safer Internet Day</p>
Spring 2	<p>Special Times with my Family When do I have fun with my family?</p> <p>History</p>	<p>Old and New Was everything black and white in the past?</p> <p>History</p>	<p>Mother's Day</p> <p>Easter</p>
Summer 1	<p>Time to go to Work What is a job?</p> <p>History</p>	<p>Important Jobs What am I going to be when I grow up?</p> <p>History</p>	<p>Deaf Awareness Week</p> <p>Fair Trade Day</p>
Summer 2	<p>My Body What can my body do?</p> <p>Science Animals Including Humans</p>	<p>Look What I Can Do! How do I keep healthy?</p> <p>Science Animals Including Humans</p>	<p>Father's Day</p> <p>World Refugee Day</p>

People, Culture and Communities and Past and Present Curriculum

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

Prior Learning Nursery Birth to 5Matters	Reception Birth to 5 Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>People, Culture and Communities / Past and Present Curriculum Range 4-5 Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture and Communities / Past and Present Curriculum Range 6 Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>History Continuity and change Hi 1 - changes within living memory (aspects of change in national life). Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p> <p>Recording Hi 4 - significant historical events, people and places in their own locality. Retell a story or a significant event from their own past.</p> <p>Vocabulary KS1 - develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Use simple vocabulary to describe passing of time (e.g. now, then long ago, before and after).</p>

<p>Past and present Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>	<p>Range 6 Past and Present Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences 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 storytelling. 	
--	--	--

Autumn 1 Reception – My Family and Me

How are my family special?

Prior Learning Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>Range 4-5 People, Culture and Communities Curriculum Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.</p> <p>Past and Present Begin to make sense of their own life-story and family's history.</p>	<p>Range 6 People, Culture and Communities Curriculum Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Past and Present Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences 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 storytelling.</p>	<p>History Continuity and change Hi 1 - changes within living memory (aspects of change in national life). Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p> <p>Recording Hi 4 - significant historical events, people and places in their own locality. Retell a story or a significant event from their own past.</p> <p>Vocabulary KS1 - develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Use simple vocabulary to describe passing of time (e.g. now, then long ago, before and after).</p>

Key Knowledge	What would this knowledge look like?
<p>Every person is different and unique. We have similarities and differences in the way that we look as well as our personalities and things that we enjoy doing. Everyone's family is also unique to them.</p> <p>We all have our own special first and surname. We all look different but have some similar features such as hair, skin and eye colour.</p> <p>Families are made up from mums, dads, brothers and sisters grandparents, aunties, uncles and cousins but everyone's family is different.</p> <p>As families we have customs (traditions) that may be the same or different to other peoples. We also have routines that we follow e.g. on a Sunday a family may go to Church and then football.</p>	<ul style="list-style-type: none"> ▪ Can share their full name and write their first name ▪ Can describe different hair, eye and skin colours ▪ Can describe what they look like ▪ Can name the different members of their family ▪ Can talk about experiences that they have shared with their family ▪ Can name activities that they share with their family ▪ Can talk about other people and their families and how they are the same and different to theirs

Key Skills		What will these skills look like?	
<ul style="list-style-type: none"> Make observations and compare what different people look like Make detailed observations of what they look like Describe their family and events and experiences that they have shared with them Listen to information about other people's family and traditions and compare them to their own 		<ul style="list-style-type: none"> Can name different features of what people look like and sort and group these features Can draw self-portraits using appropriate colours to represent some of their features Can use role-play, art and discussions to share events and experiences that they have shared with their family Can draw pictures of their family and share their names Can through discussions, photos and role play compare their own family, tradition and routines with others 	
Vocabulary		Resources/Equipment	Suggested Visits / Visitors
<p><i>Prior Vocabulary (Note some pupils may not have attended St Charles Nursery so this Vocabulary is recapped and reinforced) - Me Family Name Different Same Unique People Hair Eyes Skin Height Age Mum Dad Sister Brother Grandmother Grandad Auntie Uncle Cousin</i></p> <p>Tradition Routine Similar Experience Surname</p>		<p>Mirrors</p> <p>Play people small world of family activities</p> <p>Family photographs</p> <p>Photographs of others/Families from different cultures</p> <p>Family trees</p> <p>Full name tags and badges</p>	<p>Family/Parents/Staff members</p> <p>Laing Art Gallery – Self Portrait Early Years Workshop</p>

Celebrations/Days		
<p>Diwali October/November</p>	<p>Diwali also known as the festival of lights - is a five-day celebration originating from the Indian subcontinent. One of the most popular festivals in India, Hindus, Sikhs and Jains from across the world celebrate in a number of ways.</p> <p>Traditionally, Diwali is a Hindu festival commemorating the return of Lord Rama, along with Sita and Lakshman, from his fourteen-year-long exile and vanquishing the demon-king Ravana. In the traditional Diwali story, their way home was lit by lamps.</p> <p>Paper lanterns and traditional oil lamps known as Diya are lit around people's homes, temples and even the streets. This lighting of lamps symbolises Lord Rama's return and the triumph of light over darkness. People also take part in ceremonies, prayer, firework displays and lively gatherings where sweets and food are served.</p> <p>Diwali takes place on a different date each year, according to the Hindu Lunar calendar. It typically coincides with the first new moon of October or November - the darkest night of the year.</p>	<p>We learn about other cultures through learning about their special celebrations. We use age appropriate videos, stories and resources to teach our pupils about this celebration.</p> <p>Pupils can explore light and dark, create their own lamps and art work.</p>

Autumn 2 Reception – My City Where is Newcastle upon Tyne?

Prior Learning Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>Range 4-5 People, Culture and Communities Curriculum Begin to make sense of their own life-story and family's history. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Past and present Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>	<p>Range 6 People, Culture and Communities Curriculum Talk about members of their immediate family and community. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG: People, Culture and Communities 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.</p> <p>Range 6 Past and Present Comment on images of familiar situations in the past.</p> <p>ELG: Past and Present Children at the expected level of development will: - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p>	<p>Geography United Kingdom Name the four countries in the United Kingdom and locate them on a map. LK 2 - name, locate, identify characteristics of the four countries of the United Kingdom. SF1 - use world maps to identify the UK and its countries.</p> <p>Human and Physical Explain the features of where I live and know and understand my school address (street name, town, county, post code). HP 2a - use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Fieldwork Name/describe and group features of home/school environment from first hand observations (and collect data).</p> <p>Places Identify the similarities and differences between the local environment and one other place in the UK. PK 1 - understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. SF 4 - use simple field work and observational skills to study the geography of their school and its grounds and human and physical features of its surrounding areas.</p> <p>Mapping Draw a simple map (e.g. of an imaginary place from a story/school/surrounding areas), labelling particular features SF 3 - devise a simple map.</p> <p>Direction Use basic geographical vocabulary to name physical and human features of a familiar place. SF 2 - use simple directions to describe the location of features and routes on a map.</p> <p>Vocabulary KS1 - understand and use basic subject-specific vocabulary relating to human and physical geography.</p>

Key Knowledge	What would this knowledge look like?
<p>Our school is in the local area of Gosforth; most children will also live in this area.</p> <p>We live in the city of Newcastle upon Tyne which is in the country of England and part of the UK.</p> <p>Newcastle upon Tyne is a city. The features of cities include streets with houses and flats that people live in, workplaces, shops, roads and parks.</p> <p>The area around our school has roads, houses, a roundabout, traffic lights, workplaces and local metro station.</p> <p>Other places in England such as villages look different to Newcastle upon Tyne because they are in the countryside they have less roads and traffic, workplaces and homes.</p> <p>We need to look after our town and we can do this by making sure we put rubbish in the bin and try to walk to school if we can to reduce pollution.</p> <p>Gosforth and Newcastle upon Tyne have changed over time.</p> <p>We can use maps and globes to locate England and our town.</p>	<ul style="list-style-type: none"> Know that they live in Newcastle upon Tyne Know that they live in England Can name simple features of the local area e.g. traffic lights Can name places that are different to cities e.g. village Can name some of the features of villages Know that we need to look after our local area Know that they can identify countries and places using maps and globes.

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Can make observations of the features their local area Can make comparisons between the city Newcastle upon Tyne and a village in the countryside Using different sources compare how Gosforth and Newcastle upon Tyne have changed over time Can share their ideas and ask questions about how we can look after our local area Can identify England on a map or a globe 	<ul style="list-style-type: none"> Can take photos, draw or talk about the features of their local area Can sort photos into city and village categories Can create models or maps of cities and villages to compare Can contribute to discussions on how we can look after our local area and or create posters/art to share this with others Can compare photos of the past and present and notice simple differences Can point to England on a simple map or globe

Vocabulary	Resources/Equipment	Suggested Visits / Visitors
<p><i>Prior Vocabulary (Note some pupils may not have attended St Charles Nursery so this Vocabulary is recapped and reinforced) - Home House Flat Different Same</i></p> <p>Gosforth Newcastle upon Tyne England UK Island Road Street Traffic Lights Workplaces Carpark Metro Roundabout Shops Busy Quiet Traffic Village Countryside Globe Map Litter Pollution Past Present Old New Buildings Shops Flats</p>	<p>Small world cities and villages</p> <p>Photos of local landmarks and features</p> <p>Photos of Villages and their features</p> <p>Maps</p> <p>Globes</p> <p>Past and Present Photos of Gosforth and Newcastle upon Tyne</p>	<p>Local area walk</p>

Celebrations/Days

Bonfire Night November	Bonfire or Firework Night, also known as Guy Fawkes Day is an annual observance marking the failure of the gunpowder plot of 1605. It is one of the most widely celebrated events in the UK with people gathering in large parties to light bonfires and fireworks. We have a lovely selection of bonfire night resources for your teaching on this historic event!	We explore our British culture and traditions through learning about this event. Children can explore video and pictures of fireworks and create their own.
Remembrance Day November	Remembrance Day (also known as Poppy Day or Armistice Day) is a memorial day to remember the members of their armed forces who have died on duty since World War I. Remembrance Day is observed on 11 November to recall the official end of World War I on that date in 1918, as the major hostilities of World War I were formally ended "at the 11th hour of the 11th day of the 11th month" of 1918 with the German signing of the Armistice.	We use age appropriate videos and resources to remember those who gave their lives for us. Children can produce art and poppies.
Christmas December	Christmas is a holiday to celebrate the birth of Jesus Christ and is a British tradition. Christmas lights are strung from houses and trees, holly and wreaths are hung up in houses, and most importantly the Christmas tree is set up inside and decorated.	We learn about Christmas through our RE curriculum and celebrate as a school. Pupils take part in the Early Years Nativity.

Spring 1 Reception – All Around the World

Is it hot in Africa?

Prior Learning Birth to 5 Development Matters	Reception Birth to 5 Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>People, Culture and Communities Curriculum Range 4-5 Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture and Communities Curriculum Range 6 Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>The World Find and name some continents on a world map or globe. LK 1 - locate and name the world's seven continents and five oceans. SF1 - use world maps and globes to identify continents.</p> <p>Weather and climate Locate hot and cold areas of the world. (Explain some of the main features in hot/cold places. Explain clothes worn in hot/cold places). HP 1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. SF1 - use world maps, atlases and globes to locate countries.</p> <p>Mapping Draw a simple map (e.g. of an imaginary place from a story/school/surrounding areas), labelling particular features SF 3 - devise a simple map.</p> <p>Direction Use basic geographical vocabulary to name physical and human features of a familiar place. SF 2 - use simple directions to describe the location of features and routes on a map.</p> <p>Vocabulary KS1 - understand and use basic subject-specific vocabulary relating to human and physical geography.</p>

Key Knowledge	What would this knowledge look like?
<p>There are other places in the world that are different to where they live.</p> <p>Africa is a continent but it is made up of 54 different countries from Egypt and the pyramids to the Island of Madagascar.</p> <p>In Africa there are many different ways of life (be careful not to fall into African stereotypes) There are cities and villages.</p> <p>Africans are very lucky because they have lots of wild animals such as elephants, lions and rhinos. You can see the animals on safaris and reserves.</p> <p>Africa is a lot hotter than England so it is not as green and there are areas of deserts.</p> <p>Traditional African homes are made from mud, stones and wood. African traditions and folklore can be explored through traditional fables:</p> <p>https://africa.mrdonn.org/fables.html</p>	<ul style="list-style-type: none"> Know that there are other countries in the world Know that Africa is made up of different countries Can name different animals that live in Africa Know that African countries are hot Can name a reason that Africa is different to England e.g. deserts

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Make observations of how Africa is different to where they live Ask questions about Africa Can identify Africa on a map or a globe Can retell a simple African fable 	<ul style="list-style-type: none"> Can use photos, stories, small world experiences and role-play to comment on the differences between where they live and the Africa Share their questions about the Africa Can point to Africa on a simple map or Globe Using role-play, art or simple captions retell a simple African fable

Vocabulary	Resources/Equipment	Suggested Visits / Visitors
<p><i>Prior Vocabulary (Note some pupils may not have attended St Charles Nursery so this Vocabulary is recapped and reinforced) -</i></p> <p>Map Globe World Tradition City Village Island Home</p> <p>Africa Countries Wild Elephants Lions Rhinos (and other animals) Safaris Reserves Temperature Desert Fable</p>	<p>Animal figures</p> <p>African small world and resources</p> <p>African artifacts</p> <p>Maps</p> <p>Globe</p> <p>Pictures of Africa and its people</p>	

Celebrations/Days

Chinese New Year January or February	Chinese New Year is a traditional holiday that is very important in China. Traditionally, Chinese New Year would begin on the last day of the month in the Chinese calendar, Chinese New Year's Eve, and would end on the fifteenth day of the first month – the Lantern Festival. This makes it the longest festival in the Chinese calendar. The date changes from year to year because it follows an ancient farmer calendar which is based on phases of the moon.	We learn about other cultures through discovering the Chinese New Year celebration through age appropriate stories and resources. Chinese restaurant role-play. Chinese new year activities such as lanterns and dragons.
Safer Internet Day February	Safer Internet Day is an event, organised by the UK Safer Internet Centre, which aims to promote safe, responsible and positive usage of Internet technology. It involves lots of local and national organisations coming together to raise awareness of correct internet practices including consent, ownership and data privacy, and runs with the slogan, 'Together for a better Internet'.	We follow yearly theme as a whole school to ensure that our pupils our pupils are aware of how they can stay safe whilst using the internet.

Spring 2 Reception – Old and New

Was everything black and white in the past?

Prior Learning Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>Range 4-5</p> <p>Past and present</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p>	<p>Range 6</p> <p>Past and Present</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences 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 storytelling. 	<p>History</p> <p>Chronology</p> <p>Begin to order artefacts and pictures from significantly different time periods.</p> <p>KS1 - people and events fit within a chronological framework.</p> <p>Similarities and Differences</p> <p>Begin to describe similarities and differences between historical artefacts and pictures.</p> <p>Hi 1 - changes within living memory (aspects of change in national life).</p> <p>Continuity and change</p> <p>Hi 1 - changes within living memory (aspects of change in national life).</p> <p>Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.</p> <p>Historical questions</p> <p>Ask and respond to simple questions about the past, using sources of information.</p> <p>KS1 - ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.</p> <p>Historical Enquiry</p> <p>Use simple source materials (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>KS1 - understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Recording</p> <p>Hi 4 - significant historical events, people and places in their own locality.</p> <p>Retell a story or a significant event from their own past.</p> <p>Vocabulary</p> <p>KS1 - develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.</p> <p>Use simple vocabulary to describe passing of time (e.g. now, then long ago, before and after).</p>

Key Knowledge	What would this knowledge look like?
<p>The past is things that have happened before now. Yesterday is the past but also a long time ago. Parents were once children in the past.</p> <p>We can compare our lives now to peoples in the past.</p> <p>Today we have cars buses, areophane's and trains but in the past this was not the case. People had boats and horses and carts.</p> <p>House hold objects were also different in the past for example computers and TV and washing machines.</p> <p>When we look at photographs of the past they are often in black and white. This does not mean that everything was black and white just that the cameras were not yet able to take colour photos.</p>	<ul style="list-style-type: none"> Know that the past is something that happened previously Understand that people lived differently in the past Can name different types of transport in the present and the past Understand that household objects were different in the past. Know that we have always had colour it is just the technology that has changed

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> Can share their own and their families experience of the past Can recognise objects from the past Can sort objects into old and new Can observe differences between transport in the past and present Can observe differences between household objects in the past and the present Can ask questions about things that have happened in the past 	<ul style="list-style-type: none"> Can talk about or role-play past events and experiences in their families and own life Can point to sources (objects/pictures) from the past Can sort and label objects/pictures into old and new Can use role-play, small world and discussions to talk about transport in the past and present Can use role-play, small world and discussions to talk about household objects in the past and present Can use role-play, small world and discussions to ask questions about the past

Vocabulary	Resources/Equipment	Suggested Visits / Visitors
<p><i>Prior Vocabulary (Note some pupils may not have attended St Charles Nursery so this Vocabulary is recapped and reinforced) -</i></p> <p>Different Same Old New Past Present Source Transport Bus Car Train Areophane Boat Horse Carriage (and other forms of transport in the present and the past) Computer Television Washing Machine Camera Photograph (and other past and present household objects)</p>	<p>Photos of parents and in the past Real life objects from the past Mystery objects Transport photos and resources</p>	<p>Discovery Museum</p>

Celebrations/Days

Mother's Day March	The modern Mother's Day, also known as Mothering Sunday is an annual event which honour mothers and mother figures. Mother figures may include grandmas, aunties, sisters, carers or guardians. It is celebrated in over 40 countries around the world.	Talk about families (be aware that not all children with have a Mothers living with them and act accordingly) Share children's experiences of their Mothers and what they are thankful for. Children can make cards for their Mothers to celebrate this special day.
Easter March/April	Easter is the most important date in the Catholic Calendar. Lent is the time before Easter and is a time of reflection. Good Friday is the day Jesus dies and Easter Sunday is the day that celebrates Jesus' resurrection.	Easter is covered within the Come and See RE curriculum. Easter Family activities. Easter cards and activities within the continuous provision.

Summer 1 Reception – Important Jobs

What job will I do when I grow up?

Prior Learning Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>Range 4-5 People, Culture and Communities Curriculum Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>	<p>Range 6 Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>People and Communities</p> <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Range 6 Past and Present Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences 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 storytelling. 	<p>History Chronology Begin to order artefacts and pictures from significantly different time periods. KS1 - people and events fit within a chronological framework.</p> <p>Historical questions Ask and respond to simple questions about the past, using sources of information. KS1 - ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.</p>

Key Knowledge	What would this knowledge look like?
<p>Most adults have jobs where they work, there are lots of different types of jobs that people can do such as Lawyers, surgeons, scientists and architects.</p> <p>In the past there have been important people who have changed the way that we live today through the achievements in their jobs.</p> <p>Thomas Edison invented moving pictures (film), X-ray machines and lightbulbs. He was an American inventor. Without his ideas we would not have films or lights in every house.</p> <p>Ada Lovelace was a mathematician who's work contributed to the creation of early computers.</p> <p>Astronauts such as Neil Armstrong helped us to understand more about the moon through their explorations to space. He was the first man to set foot on the moon.</p>	<ul style="list-style-type: none"> Can name a range of jobs Can name their parent's jobs Can name an important person from the past such as Thomas Edison and why they are famous Can talk about why Neil Armstrong is an important person

Key Skills	What will these skills look like?
<ul style="list-style-type: none"> To comment on jobs that their family and others do To ask questions about different types of jobs To discuss and comment on significant individuals from the past To consider what they want to do when they grow up 	<ul style="list-style-type: none"> Can talk about different types of jobs through stories, discussion and role-play Can share their ideas and ask questions about different types of jobs whilst exploring, photos, stories and role-play Engage in listening to non-fiction texts about significant people and their jobs and talk about their roles. To use role-play, art and discussions to share what they would like to be when they grow up

Vocabulary	Resources/Equipment	Suggested Visits / Visitors
<p><i>Prior Vocabulary (Note some pupils may not have attended St Charles Nursery so this Vocabulary is recapped and reinforced) -</i></p> <p>Job Parents Occupation Work Teachers Doctor Nurse Police Officer Shop Workers Builders</p> <p>Lawyers, surgeons, scientists and architects (Use the cohort of pupils to determine different types of jobs and related objects vocabulary to explore) Achievement Thomas Edison Moving Pictures (film), X-ray Machines and Lightbulbs Inventor Ada Lovelace Mathematician Neil Armstrong Astronaut</p>	<p>Role-play and dress up for different occupations</p> <p>Photos and small world of different occupations</p> <p>Photos and practical resources to support learning of significant individuals e.g. technology to make films when learning about Thomas Edison</p> <p>Space/inventors role-play</p>	<p>Parents to talk about their jobs</p>

Celebrations/Days

Deaf Awareness Week May	Deaf Awareness Week is all about promoting the positive aspects of living with deafness. This event aims to raise awareness of the isolation that deaf people can occasionally experience, and promote the importance of social inclusion around the deaf community.	Use this opportunity to discuss how we are all different and unique. Explore simple sign language e.g. hello and goodbye. Learn songs with sign language actions.
Fair Trade Day June	World Fair Trade Day has the goal of promoting the principles and products of fair trade. The concepts that drive Fair Trade Enterprises are focused on ensuring the positive well-being of the planet and those that inhabit it. The business models that Fair Trade promotes are all environmentally sustainable and help at-risk groups.	Explore Fairtrade products such as maltsters and bananas. Watch videos aimed at younger children that share the farmers views.

Key Skills		What will these skills look like?
<ul style="list-style-type: none"> To be able to identify most parts of their body To observe the effect of physical activity on their body To be able to sort and talk about foods that are healthy and unhealthy as well as some types of food To show how they can move their body in different ways To keep good hygiene practice To comment on how they are going to stay healthy 		<ul style="list-style-type: none"> Can label or point to most parts of their body Can talk about and describe changes in their body after exercise Can sort and match healthy and unhealthy foods and food types in practical activities Can demonstrate different ways that they can move their body Can independently wash their hands and talk about how they keep their teeth clean Can discuss and ask questions about their body and how to stay healthy
Vocabulary	Resources/Equipment	Suggested Visits / Visitors
<p><i>Prior Vocabulary (Note some pupils may not have attended St Charles Nursery so this Vocabulary is recapped and reinforced) -</i></p> <p>Body Head Eyes Ears Nose Mouth Teeth Tongue Neck Shoulders Arms Hands Fingers Stomach Legs Knees Feet Toes Healthy Body Exercise Movement Running Skipping Jumping Rolling Sweating Temperature Hot Cold Breath Breathing Thirsty</p> <p>Back Skin Skull Bones Blood Hip Ribs Heart Brain Vegetables Sugar Meat Carbohydrates</p>	<p>Physical Activity Resources such as balls and obstacle courses</p> <p>Stopwatches</p> <p>Mirrors</p> <p>Food Real and Role-play resources</p> <p>Hospital/Doctors role-play</p>	<p>Sports Day</p> <p>Journey in Love</p> <p>Centre for Life</p>

Reception - Summer 2

Consolidation of People, Culture and Communities Curriculum and Past and Present curriculum through child initiated learning opportunities to allow time for Physical development and PSED – Managing Self Care and the body curriculum focus set out in Physical Development Curriculum.

Celebrations/Days

Father's Day June	Father's Day is a widely known celebration of fatherhood that celebrates the influence of fathers in society. Father's Day occurs every year in June.	Talk about families (be aware that not all children have a Father living with them and act accordingly) Share children's experiences of their fathers and what they are thankful for. Children can make cards for their Fathers to celebrate this special day.
World Refugee Day June	The United Nations' (UN) World Refugee Day is observed on June 20 each year. This event honours the courage, strength and determination of women, men and children who are forced to flee their homeland under threat of persecution, conflict and violence.	We can use this day and the corresponding Refugee Week to teach our pupils about diversity and other cultures.

Additional Celebrations/Days (Date Changes Each Year)

Eid ul-Fitr Changes Yearly	<p>Eid ul-Fitr is a Muslim holiday also known as 'Eid'. Eid ul-Fitr directly translates to 'Festival of Breaking the Fast'.</p> <p>It is the first day of the Islamic month of Shawwal and marks the end of the Holy month of Ramadan - a month-long event where Muslims fast from dawn to sunset each day.</p> <p>Because the Islamic calendar revolves around the moon, the date of Eid varies every year and even varies depending on locality as it involves local religious authorities on sighting the moon.</p> <p>Traditionally, Eid ul-Fitr begins at sunset on the night of the first sighting of the crescent moon. If it's not observed immediately because clouds either block its view or the sky is too bright, then the holiday is celebrated the day following the 29th day of the previous lunar month.</p>	<p>This celebration is particularly important to follow if pupils in the cohort are Muslims as this is the main celebration in their families' religion. Invite staff members and families to share experiences of Eid.</p> <p>Make cards and share special foods.</p>
---------------------------------------	---	--

Each year there are different days and celebrations that may be appropriate to cover depending on cohort and whole school focuses. Twinkl produce a yearly calendar of events. Staff review this each year when curriculum planning:

<https://www.twinkl.co.uk/calendar/october>