

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>Draw information from simple maps.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them</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>

Planning for Learning (LPDS)

Skills, Knowledge, Concepts – what children can do, know and understand.

Key Learning linked to People, Culture and Communities – Geographical Development

Communication

Talk about the features of their immediate environment and other places – familiar places and those they have learnt about and the differences between environments.

Mapping

Recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non - fiction texts, stories, maps, visits, visitors, etc.

Fieldwork

Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites, etc. Talk about what features are the same and what are the differences.

Enquiry

Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about.

Use of Technology

Use technology and IT equipment (e.g. camera, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about their immediate environment, different locations and places

Key Vocabulary

House, school, shops, office, bank, church, mosque, road , garage, swimming baths, museums, railway station, bus station, bridge, street, motorway, roundabout, traffic lights, crossings, fence, wall, gate , railings, pier, promenade, lighthouse, park, playground, café, lake, grass, lawn, trees, hedge, flowers, flower beds, vegetable plot, wild flowers, paths, pond, lake, sea, beach, sand, river, supermarket, ocean, volcano, island, pavement, library, nursery, pub