

| Intent What am I learning to do? | Implementation |
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| <p><u>People, Cultural and Communities</u></p> <ul style="list-style-type: none"> • Learning to notice and describe features of the immediate environment. • Learning to identify significant places within my community. • Learning how to travel to places. • Learning to name some countries around the world. • Learning to know the country in which I live and know where it is on a world map. • Learning to describe life in different countries. • Learning to talk about features on maps. • Learning to compare aspects of living in this country to living in another country. • Learning to compare similarities and differences between different religions and cultures. <p><u>Vocabulary</u> Country, some country names including England, United Kingdom, world, planet, earth, land, sea, globe, atlas, map, field, road, path, bridge, shops, hill, seaside, beach, travel, environment, town, village, city, holiday, forwards, backwards, left, right, up, down, behind, in front, in between, opposite, underneath, next to, in front of. Christian, Hindu, Diwali, Christmas, Advent, Nativity, Easter, Mothering Sunday, celebrate, pray, prayer, worship, Church, Temple, God, Jesus, Bible, religion, culture, special, unique, belief.</p> <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Children 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. • Children 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><u>CP Enabling environments</u></p> <p>Cosy Den: atlases, books relating to people, cultural and communities. Prayer space. Building Zone: opportunities to build structures of interest for example the bridge in Bidford, The Eiffel Tower. Make models of different forms of transport. Rainbow Cottage: world map, atlases, travel brochures, range of maps, leaflets of places to visit some including maps. Message Centre: drawing own maps. Carpet Kingdom: topic teaching. RE teaching, collective worship. Far Away Kingdom: role play games involving visits to other countries.</p> <p>Enhancements to the provision are added throughout the year to tie in with current topics.</p> <p><u>Autumn term: We are all Superheroes</u></p> <ul style="list-style-type: none"> • My home where I live, features of the school environment. • Diwali celebrations. Life in India. • Bonfire Night, Christmas Celebrations <p>RE units: Which people are special and why? Which places are special and why?</p> <p><u>Spring term: 5,4,3,2,1 Blast Off! All Creatures Great and Small</u></p> <ul style="list-style-type: none"> • Lunar New Year-celebrations of other cultures. • Learning about features of the Poles and making comparisons with where we live. • Planet Earth – our world and where we live. <p>RE units: Special world Which times are special and why?</p> <p><u>Summer term: What Happened Once Upon a Time?</u></p> <ul style="list-style-type: none"> • Village walk learning about our immediate local environment • Learning about where we and others live • Map skills – looking at the local area on google maps, creating our own maps. • Making observations and noting key features of the local environment. <p>RE units: Where do we belong? Which stories are special and why?</p> <p><u>Impact</u> <u>By the end of Foundation Stage I Can.....</u></p> <ul style="list-style-type: none"> • Talk about where I live and key features. • Talk about what life is like in another country. • Talk about features on maps. • Talk about the similarities and differences between people's religions and cultures, communities. |