



St Lawrence's Catholic Primary School

Early Years

Understanding the World

People, Culture and Communities and Past and Present Curriculum Reception

St Lawrence's 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.

We use role-play and cultural resources to explore differences and ensure diversity and different cultures are evident in our resources and curriculum.

Real objects and high quality texts are used to encourage communication about the people, culture and past and present.

Progressive continous provision curriculum planning that builds on children's interest . Class timelines support children's understanding of past and present.

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, involvement in our Parish community and school trips linked to our themes are used 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 learning through including them in learning experiences as well as online learning journals.

Enabling Environments

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

Our curriculum is driven by experiences and vocabulary which enable our pupils to succeed.



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	All About Me	My Family	
National Curriculum Foundation Knowledge	History		
Autumn 2	My Home	My City	Diwali Bonfire Night Remembrance Day Christmas
National Curriculum Foundation Knowledge	Geography		
Spring 1	The Poles	All around the World	Chinese New Year
National Curriculum Foundation Knowledge	Geography		
Spring 2	Special Times with my Family	Old and New	Mother's Day Easter
National Curriculum Foundation Knowledge	History		
Summer 1	Time to go to Work	Important Jobs	Fair Trade Day
National Curriculum Foundation Knowledge	History		
Summer 2	My Body	Look What I Can Do!	Father's Day
National Curriculum Foundation Knowledge	Science Animals Including Humans		

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 Development Matters	Reception Development Matters and ELG	Future Learning (National Curriculum - Year 1)
<p>People, Culture and Communities Curriculum 3-4 Year Olds</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>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 Children in Reception:</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</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>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG: People, Culture and Communities</p> <p>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</p> <p>Continuity and change</p> <p>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>Recording</p> <p>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>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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> <p>Chronology</p> <p>Begin to order artefacts and pictures from significantly different time periods.</p> <p>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>Changes within living memory (aspects of change in national life).</p> <p>Historical questions</p> <p>Ask and respond to simple questions about the past, using sources of information.</p> <p>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>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</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>Children in Reception: 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: - 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>Geography United Kingdom Name the four countries in the United Kingdom and locate them on a map. Name, locate, identify characteristics of the four countries of the United Kingdom. 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). 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). Places Identify the similarities and differences between the local environment and one other place in the UK. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. 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 Devise a simple map.</p> <p>Direction Use basic geographical vocabulary to name physical and human features of a familiar place. Use simple directions to describe the location of features and routes on a map.</p> <p>Vocabulary Understand and use basic subject-specific vocabulary relating to human and physical geography.</p> <p>The World Find and name some continents on a world map or globe. Locate and name the world's seven continents and five oceans. 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). 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.</p>
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Autumn 1 Reception – My Family

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, 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 Lawrence's 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 Play people small world of family activities Family photographs Photographs of others/Families from different cultures Family trees Full name tags and badges</p>	<p>Family/Parents/Staff members Laing Art Gallery – Self Portrait Early Years Workshop</p>

Future Learning (National Curriculum - Year 1)

History

Continuity and change

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.

Recording

Significant historical events, people and places in their own locality.

Retell a story or a significant event from their own past.

Vocabulary

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).

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.</p> <p>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>
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Autumn 2 Reception – My City

Key Knowledge	What would this knowledge look like?
<p>Our school is in the local area of Byker; 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>Byker 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 Byker 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 Lawrence's Nursery so this Vocabulary is recapped and reinforced) - Home House Flat Different Same</i></p> <p>Byker 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 Photos of local landmarks and features Photos of Villages and their features Maps Globes Past and Present Photos of Byker and Newcastle upon Tyne</p>	<p>Local area walk Trip to town (Theater experience) View of the Tyne (Near St Lawrence's)</p>

Future Learning (National Curriculum - Year 1)

Geography

United Kingdom

Name the four countries in the United Kingdom and locate them on a map.

Name, locate, identify characteristics of the four countries of the United Kingdom.

Use world maps to identify the UK and its countries.

Human and Physical

Explain the features of where I live and know and understand my school address (street name, town, county, post code).

Use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Fieldwork

Name/describe and group features of home/school environment from first hand observations (and collect data).

Places

Identify the similarities and differences between the local environment and one other place in the UK.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.

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.

Mapping

Draw a simple map (e.g. of an imaginary place from a story/ school/surrounding areas), labelling particular features

Devise a simple map.

Direction

Use basic geographical vocabulary to name physical and human features of a familiar place.

Use simple directions to describe the location of features and routes on a map.

Vocabulary

Understand and use basic subject-specific vocabulary relating to human and physical geography.

Celebrations/Days

<p>Bonfire Night November</p>	<p>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!</p>	<p>We explore our British culture and traditions through learning about this event. Children can explore video and pictures of fireworks and create their own.</p>
<p>Remembrance Day November</p>	<p>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.</p>	<p>We use age appropriate videos and resources to remember those who gave their lives for us. Children can produce art and poppies.</p>
<p>Christmas December</p>	<p>Christmas is a holiday to celebrate the birth of Jesus Christ and is a British tradition.</p> <p>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.</p>	<p>We learn about Christmas through our RE curriculum and celebrate as a school. Pupils take part in the Early Years Nativity.</p>

Spring 1 Reception – All Around the World

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: 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 Lawrence's Nursery so this Vocabulary is recapped and reinforced) -</i> 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 African small world and resources African artifacts Maps Globe Pictures of Africa and its people</p>	

Future Learning (National Curriculum - Year 1)

Geography

The World

Find and name some continents on a world map or globe.

Locate and name the world's seven continents and five oceans.

Use world maps and globes to identify continents.

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).

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.

Mapping

Draw a simple map (e.g. of an imaginary place from a story/ school/surrounding areas), labelling particular features

Devise a simple map.

Direction

Use basic geographical vocabulary to name physical and human features of a familiar place.

Use simple directions to describe the location of features and routes on a map.

Vocabulary

Understand and use basic subject-specific vocabulary relating to human and physical geography.

Celebrations/Days

<p>Chinese New Year January or February</p>	<p>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.</p>	<p>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.</p>
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Spring 2 Reception – Old and New

Spring 2 Reception – Old and New		
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>Amelia Earhart and Bessie Coleman were important women in the past who flew airplanes around the world.</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 ▪ Can talk about differences in airplanes in the past and present and how famous women pilots Amelia Earhart and Bessie Coleman. ▪ 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 Lawrence’s Nursery so this Vocabulary is recapped and reinforced) -</i></p> <p>Different Same Old New Past Present Source Transport Bus Car Train Areophane pilot 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>

Future Learning (National Curriculum - Year 1)

History

Chronology

Begin to order artefacts and pictures from significantly different time periods.

People and events fit within a chronological framework.

Similarities and Differences

Begin to describe similarities and differences between historical artefacts and pictures.

Changes within living memory (aspects of change in national life).

Continuity and change

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.

Historical questions

Ask and respond to simple questions about the past, using sources of information.

Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.

Historical Enquiry

Use simple source materials (e.g. photographs) to answer questions about an event beyond living memory.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Recording

Significant historical events, people and places in their own locality.

Retell a story or a significant event from their own past.

Vocabulary

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).

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

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>	<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
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 Lawrence's 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</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> <p>Local community professionals e.g. police, fire service</p>

Future Learning (National Curriculum - Year 1)

History

Chronology

Begin to order artefacts and pictures from significantly different time periods.

People and events fit within a chronological framework.

Historical questions

Ask and respond to simple questions about the past, using sources of information.

Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events.

Celebrations/Days

Fair Trade 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.

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 with 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.

Additional Celebrations/Days (Date Changes Each Year)

Eid ul-Fitr Changes Yearly

Eid ul-Fitr is a Muslim holiday also known as 'Eid'. Eid ul-Fitr directly translates to 'Festival of Breaking the Fast'.

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.

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.

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.

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. Make cards and share special foods.

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>