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|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Understanding the world**  **People cultures and communities**  **Past and Present**  **The Natural world** | | All about me (chronology) talk about members of my family. Name and describe familiar people. Growing up. | Discussing how the leaves are falling off and we are starting to move into Winter. | Season/weather  Exploring changing states of matter – ice and frost and complete some simple science investigations. | Past and present, what Penzance/Mousehole looked like in the past.  Looking at mining/engine houses in Cornwall.  Famous local People (Humphy Davy (mining lantern), Rowena Cade, (Minack) Helen Glover (Olympic rower).  The story of Mousehole cat (set in the past).    Exploring texts set in the past (The story of St Piran and The Mousehole Cat). | Exploring the texts, Once there were Giants and Peepo.  Chronology/sequencing events in their lives.  Having an older person talk about their school experience and what life was like without TV and the internet. | Talking about how the weather and seasons change throughout the year. |
| **ELGs** | 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.   - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | |

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| **Foundation** | **People and communities** | | |
|  | **A Unique Child: observing what a child is learning** | **Positive Relationships: what adults could do** | **Enabling Environments: what adults could provide** |
| 30-50 months | Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.  Shows interest in different occupations and ways of life from the past and the present.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family | Encourage children to talk about their own home and community life, and to find out about other children’s experiences.  Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting | Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.  Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.  Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,  Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.  Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. Provide role-play areas with a variety of resources reflecting diversity.  Make a display with the children, showing all the people who make up the community of the setting.  Share stories that reflect the diversity of children’s experiences.  Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area. |
| 40-60 months  **Early Learning goal** | Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | Encourage children to share their feelings and talk about why they respond to experiences in particular ways.  Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.  Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.  Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. |