|  |  |
| --- | --- |
| **UNDERSTANDING THE WORLD: PEOPLE AND COMMUNITIES** | |
| **EXCEEDING**  Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| That people have different beliefs, attitudes, customs and traditions, and how to respect these | * Learn about these through different topics (including R.E.). * Model and talk about showing respect for different beliefs, attitudes, customs and traditions |
| That children have different likes, dislikes and strengths | * Encourage children to talk about their likes and dislikes, and what they and others are good at * Provide varied opportunities where every child can shine |
| What life was like in the past and the difference between past and present | * Plan opportunities to learn about the past linked to different topics, e.g. space – The First Moon Landing, etc. * Explore objects from the past and talk about how they differ to modern-day objects (museum loans etc.) * Look at black and white photographs and talk about why they are black and white * Talk about how technology has developed |
| **ELG**  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. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| What a tradition is, and some key traditions celebrated by themselves and others | * Share and celebrate a wide range of traditions from children’s own cultures and faiths, as well as those of others in the community * Provide opportunities for children to talk about how they celebrate traditions * Provide ways of preserving memories of special events, e.g. making a book, recording a video, etc. |
| What a community is, and what our local community, and other communities, are like | * Encourage children to talk about their community and other children’s experiences * Encourage positive relationships with people in the community who visit and help children to understand how they contribute to life in the community * Visit places in the local community such as Stillington Forest Park, the post office etc. |
| How to identify and respect similarities and differences between themselves and others | * Help children to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences * Help children to learn positive attitudes and challenge stereotypes through stories and talk |
| That other children don’t always enjoy the same things, and to respect this | * Encourage children to share their feelings and talk about why they respond to experiences in different ways |
| How to talk about past and present events in their own lives and the lives of family members | * Encourage children to talk about their home and family life and other children’s experiences * Promote and model the correct tense usage when talking about past/ present/ future events * Ensure that children learning EAL have opportunities to express themselves in their home language some of the time * Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives |