

<p><u>UtW</u> <u>People and Communities</u></p>	<h2 style="color: purple;">Nursery Skills</h2>	<p><u>Development Matters 30-50months</u> Shows interest in the lives of people who are familiar to them</p> <ul style="list-style-type: none"> • 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 • 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 	<h2 style="color: purple;">Reception Skills</h2>	<p><u>Development Matters 40-60months</u> Enjoys joining in with family customs and routines.</p> <p>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.</p>
<p><u>Autumn 1</u> Environment</p>	<p>To show interest in the lives of people who are familiar to them</p>	<p>Photographs of family members</p> <p>Role play area</p> <p>Small world activities</p>	<p>To enjoy joining in with family customs and routines</p>	<p>Topic: We've got the Whole World in Our Hands</p> <p>World maps</p> <p>Flags from around the world</p> <p>Country of the week table with resources from that country</p> <p>Traditional dancing videos on the IWB</p>
<p>Activities</p>		<p>Children talk about their family and draw who they live with.</p> <p>Children bring in photographs of their family and they are displayed in the classroom.</p> <p>Show and tell special items from their house.</p> <p>Key Vocabulary: family, sister, brother, mum, dad</p>		<p>We look at where children are from and focus on a couple of key countries.</p> <p>Each country we link activities too e.g. Looking at India we did the following:</p> <ul style="list-style-type: none"> - Bollywood dancing - food tasting - making Rangoli patterns with different materials - Henna on our hands - Indian story teller <p>We investigate on different types of maps where we are from and where our family comes from.</p> <p>Key Vocabulary: country, family, home</p>
<p>What you will see</p>		<p>Children communicating about their family through talking, drawing or making facial expressions when they see a picture or hear a family member's voice.</p>		<p>Children learning about where they come from and about other children in the class.</p>

				They will be joining in and participating in a range of activities linked to the country of the week.
<u>Autumn 2</u>	To be able to talk about things that make them unique	Mirrors Materials to mark make and write Pictures of the children in the environment	To understand similarities and differences between themselves and others, and among families, communities and traditions	Topic: Let's Celebrate Mirrors Pictures of the children in the environment Topic table set up linked to the celebration Physical special objects linked to celebration e.g. Diva lamps/bible story
Environment		Children to draw a self-portrait about themselves and compare their features to others. Show and tell items that are special to them. Circle time to talk about features of themselves and others. Key Vocabulary: face, hair, eye, nose		We investigate a lot of celebrations such as Diwali, Christmas, New Year, Chinese New Year, Eid and many more We link activities to these celebrations - Rangoli patterns -food tasting -Christmas play -Practise Chinese letters -lanterns We understand how different people celebrate different traditions and not everyone is the same Key Vocabulary: same, different, tradition, community
Activities		Children talking confidently to others about themselves and things that make them special.		Children talking confidently about any celebrations they celebrate at home. Accessing all the activities linked to the celebration of the week
What you will see				
<u>Spring 1</u>	Children can remember and talk about significant events in their own experience	Show and tell box Pictures from home Birthday celebration hat	To be able to talk in detail about different occupations	Topic: A Helping Hand Show and tell objects linked to topic e.g. police car Topic table set up linked to the occupation of the week A range of texts linked to different occupations Small world resources e.g. builders toolkit role play area and dressing up clothes
Environment				

Activities		<p>Circle time</p> <p>Holiday homework, where children create pictures of things they did over the Christmas holidays and share it with the class.</p> <p>Show and tell special items of personal significance.</p> <p>Focus children sheet sent home to bring in and discussed with adults and peers.</p> <p>Children celebrate and about talk about their birthdays.</p> <p>Revisiting previous day events or special events that happened in school.</p> <p>Key Vocabulary: birthday, special, holidays</p>		<p>Children have real life experiences of occupations such as police officers, fire fighters, dentists coming to visit the children.</p> <p>Children complete activities linked to an occupation e.g. creating an X-ray picture for doctor/vets or labelling parts of an animal, creating wanted posters.</p> <p>Reading a range of books linked to the texts fiction and non-fiction.</p> <p>Thinking and discussing possible questions to ask the visitors to find out more information about their job.</p> <p>Circle time to talk about what occupation they would like to do when they are older.</p> <p>Key Vocabulary: firefighter, police, vet, doctor, lollypop person,</p>
What you will see		Children talking to their peers and adults confidently about their own experiences.		<p>Children talking confidently about occupations that interest them.</p> <p>Children using the small world resources appropriately e.g. stethoscope to listen to the heart beat.</p>
<u>Spring 2</u> Environment	Children can show an interest in different occupations and ways of life	<p>Role play area</p> <p>Dressing up clothes</p> <p>Small world people who help us</p> <p>Transport vehicles e.g. fire engine</p>	To be able to talk about past and present events in their own lives and in the lives of family members	<p>Role play area</p> <p>Resources available to children to recreate previous learning</p>
Activities		Following the children's interest when they enjoy talking about different occupations e.g. lolly pop person, children create a road outside for the trikes to ride along.		Children bring in their half term homework to talk about events that have happened in the past.

		<p>Children read a range of texts fiction and non-fiction about different occupations.</p> <p>Children watch educational videos about occupations such as vets.</p> <p>Children access role play areas to support interest.</p> <p>Key Vocabulary: police, firefighter, doctor, vet</p>		<p>On Mondays - children having opportunities to talk about what they did at the weekend, taking turns so everyone has a chance.</p> <p>Talking about past events by writing a diary linked to growing their bean.</p> <p>Looking at the growth and change of caterpillars and seeds.</p> <p>Key Vocabulary: weekend, holidays, family</p>
What you will see		<p>All children engaged in role play using a range of small world resources.</p> <p>Children building and creating vehicles using different materials both inside and outside the classroom.</p>		<p>Children talking about their growing beans, caterpillars and seeds.</p> <p>Children writing about their beans in their diaries past and present.</p>
Summer 1		<p>Pictures of children and their families in their learning journey and pieces of work they have created.</p> <p>Different types of children's work to discuss and compare.</p>	<p>Show understanding that other children don't always enjoy the same things, and are sensitive to this</p>	<p>Children can effectively use the zones of regulation to support their feelings.</p> <p>A range of activities out for children to access.</p>
Environment	<p>To be able to talk about some of the similarities and differences in relation to friends or family</p>	<p>Children should have bonded with a few special friends who they might talk about.</p> <p>Circle time to discuss similarity and differences in each other.</p> <p>Key questioning from adults when children are talking to extend learning.</p> <p>PSED smaller circle times to support less confident children.</p> <p>Questioning focus children of that week.</p> <p>Key Vocabulary: same, different, friend</p>		<p>Children playing with other children at the same activity.</p> <p>Focus group activities where children focus on a similar objective.</p> <p>Helicopter stories where children have access to drama and acting out different characters.</p> <p>Key Vocabulary: same, different, characters</p>
Activities		<p>Children should have bonded with their peers and feel confident to try and communicate with them.</p>		<p>Children choosing their own activities.</p> <p>Children being independent in the classroom.</p>
What you will see				

				Children accessing the role play are effectively.
Summer 2	To be able to talk about future events linked to transitioning, new adults and peers	Having pictures of other staff members up in the environment. A range of books on the environment linked to PSED and transition stories.	To be able to talk in detail about events linked to transitioning, new adults and peers	Having pictures of other staff members up in the environment. A range of books on the environment linked to PSED and transition stories.
Environment		Circle time linked what happens next? Reading stories about going to school all day. Visiting the classrooms for the next year. Speaking to the teachers and visiting the teachers in their classrooms. Key Vocabulary: classroom, reception, teacher		Circle time linked what happens next? Reading stories about going to school all day. Visiting the classrooms for the next year. Speaking to the teachers and visiting the teachers in their classrooms. Key Vocabulary: moving, growing, teacher
Activities		Children excited and able to communicate what journey will look like after Nursery.		Children excited and able to communicate who their next teacher is and which classroom.
What you will see				