

0-3years	3-4years	Reception	ELG	End of Year1
Make connections between	Continue to develop positive	Talk about members of their		
the features of their family	attitudes about the	immediate family and		
and other families.	differences between people.	community.		
Be open to children talking		Children talk about their		
about differences and what	Children use and explore.	nuclear family and listen to		
they notice. For example,	- Dolls of different	stories about different		
when children ask questions	colours	families.		
like: "Why do you wear a scarf	- Disability dolls	- Ask questions or make		
around your head?" or "How		comments.		
come your hair feels different	Susan Laughs by Jeanne Willis			
to mine?" Point out the	and Tony Ross (differences			
similarities between different	and similarities)	The Name Jar By Yangsook		
families, as well as discussing		Choi (family)		
differences.	Encourage children to talk			
	about the differences they	Who's In My Family?: All		
Hair Love by Matthew Cherry	notice between people, whilst	About Our Families		
& Vashti Harrison	also drawing their attention to	by Robie H. Harris (family)		
(differences and similarities)	similarities between different			
	families and communities.	Coming to England by Floella		
Notice differences between		Benjamin (windrush)		
people.	- Talk about finger			
	prints, skin colour, eyes and	My Two Grannies by Floella		
Model positive attitudes about	hair colour are different and	Benjamin (family)		
the differences between	the same.			
people including differences in		Love Makes a Family Board		
race and religion. Support		book by Sophie Beer (family)		
children's acceptance of	Answer their questions and			
difference.	encourage discussion.	The great big book of families		
- positive images of	Help children to learn each	by Mary Hoffman (family)		
people who are disabled	other's names, modelling	The show he has different to		
- books and play	correct pronunciation.	It's okay to be different by		
materials that reflect the		Todd Parr (PSHE diversity)		

diver-sity of life in modern Britain including racial and religious diversity - materials which confront gender stereotypes All Kinds of People by Emma Damon (diversity of people) It's okay to be different by Todd Parr (PSHE diversity) Mommy Mama and me by Lesley Newman and Carol Thompson (PSHE diversity) ABC a family Alphabet book by Bobbie Combs (PSHE diversity)	- Group time children say hello to each other, talk about things they like to do.	An ABC of families by Abbey Williams and Pauline Morgan (PSHE diversity) Whoever you are by Men Fox (PSHE diversity) Mommy Mama and me by Lesley Newman and Carol Thompson (PSHE diversity) Happy in our skin by Fran Manushkin and Lauren Tobia (PSHE diversity) My world your world by Melanie Walsh (PSHE diversity) My princess boy by Suzanne Desimore and Cheryl Kildavos (PSHE diversity)	
	Show interest in different occupations. Visits from people who help us - Fire fighter - Police officer - Vet - Nurse - Ambulance Introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.	Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, and listen to their own experiences - delivery - shop staff, - hairdressers, - the police,	

Firefighter By Amanda Askew (occupations in community) Teacher By Amanda Askew (occupations in community)	 the fire service, nurses, Power points Chef By Amanda Askew (occupations in community) Teacher By Amanda Askew (occupations in community) Vet By Amanda Askew (occupations in community) Vet By Amanda Askew (occupations in community) Doctor By Amanda Askew (occupations in community) Police Officer By Amanda Askew (occupations in community) Firefighter By Amanda Askew (occupations in community) 		
Celebrate and value cultural, religious and community events and experiences. - Children partake in discussions about celebrations. E.g. Diwali, Christmas, Chinese New Year, Easter, Eid	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	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.	To recall features of religious, spiritual and moral stories and other forms of religious expression To recognise and name features of religions and beliefs
- Celebrations and festivals board in EYFS - Make cards - Birthday, Diwali, Christmas,	Name and explain the purpose of places of worship and places of local importance to the community to children,		Identify what they find interesting and puzzling in life

photos. Dear Greenpeace by Simon James (climate) Wangari's Trees Of Peace: A True Story from Africa by Jeanette Winter (location) In group time encourage children to talk about each other's families and ask questions.	Teach children about places in the world that contrast with locations they know well (Telford). Use images, video clips, shared texts to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in	maps. Look at Woodside in relation to the World, UK, Shropshire, Telford, Woodside. Last Stop on Market Street by Matt de la Pena & Christian Robinson (human and physical) Explain some similarities and differences between life in	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Know that there are different countries in the world and talk about the differences they have experienced or seen in	Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and	Name and locate the world's seven continents and five oceans
	Vaisey (Christianity) Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. - Vicar/priest - Sikh Granthi - Iman	Cohan-Petrolino (head coverings) What Do You Celebrate?: Holidays and Festivals Around the World by Whitney Stewart (Celebrations and Festivals)	
	Festival of Colours by Surishtha Sehgal (Celebrations and Festivals - Hindu) Puddles Lends a Paw by Gill	Under the Bodhi Tree: A Story of the Buddha by Deborah Hopkinson and Kailey Whitman (Buddhism) Hats of Faith by Medeia	

Use a diverse range of props, puppets, dolls and books to encourage children to notice and tak about similarities and differences. Ensure the use of up-to-date, oppropriate photographs of parts of the world that are commonly stereotyped and misrepresentedother countries may be similar or different to the they act, where they live, and so on.the cat, where they live, and appropriate) maps.Lethis seasonal and daily weather patterns in the contines, drawing on they act, where they live, and so on.Lethis seasonal and cold areas of the world of act cat they act, where they live, and so on.Lethis seasonal and cold areas of the world of act cat they act where they live, and south PolesLethis seasonal and cold areas of the world of act cat the world in the cations they know well the world that contrast with locations.Lethis seasonal and cold areas of the world of act cat the world in the cations they know well the world that contrast with locations.Lethis seasonal and cold areas of the world of act cat the world that contrast with locations they know well the world that contrast with locations.Lethis seasonal and cold areas of the world of act cat the world that contrast with locations.Lethis seasonal and cold areas the world the world by to cation of the world of to cation of the world of the world that are contrasting location.Lethis seasonal and cold areas the world that contrast with location to the teach of the world by the world the date contrast to bring the world the fully weakher the world the date contrast to bring the world the date contrast to bring the world the date contrast to bring dates in Lethis seasonal and daily weakher the world the date to cat cat the w				
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The world book by Joe Nature Girls by Delphine location of features and		by verea kanninsky (locarion)	Jeffers (location)	
Fully and (lassifier)		The world book by Tee		
Mach (location) routes on a map				
		i unnun (locarion)	Mach (location)	routes on a map

	At the Same Moment Around	Use aerial photographs and
Draw information from a simple map.	the World by Clotilde Perrin (location)	plan perspectives to recognise landmarks and basic human and physical features; devise
Draw children's attention to the immediate environment,		a simple map; and use and construct basic symbols in a
introducing and modelling new vocabulary where appropriate.		key
Familiarise children with the		Use simple fieldwork and observational skills to study
name of the road, and or		the geography of their school
village/town/city the school is located in.		and its grounds and the key human and physical features
Power points		of its surrounding environment
Look at aerial views of the		
school setting, encouraging children to comment on what		
they notice, recognising		
buildings, open space, roads and other simple features.		
Power points		
Children draw maps of the		
EYFS outside area		
Children draw a map linked to		
a story - Little Red Riding Hood		
- Hansel and Gretel		
Me in the Map by Joan Sweeney (field work)		