

0-3years	3-4years	Reception	ELG	End of Year1
<p><b>Make connections between the features of their family and other families.</b></p> <p>Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" Point out the similarities between different families, as well as discussing differences.</p> <p><i>Hair Love by Matthew Cherry &amp; Vashti Harrison (differences and similarities)</i></p> <p><b>Notice differences between people.</b></p> <p>Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference.</p> <ul style="list-style-type: none"> <li>- positive images of people who are disabled</li> <li>- books and play materials that reflect the</li> </ul>	<p><b>Continue to develop positive attitudes about the differences between people.</b></p> <p>Children use and explore.</p> <ul style="list-style-type: none"> <li>- Dolls of different colours</li> <li>- Disability dolls</li> </ul> <p><i>Susan Laughs by Jeanne Willis and Tony Ross (differences and similarities)</i></p> <p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <ul style="list-style-type: none"> <li>- Talk about finger prints, skin colour, eyes and hair colour are different and the same.</li> </ul> <p>Answer their questions and encourage discussion.</p> <p>Help children to learn each other's names, modelling correct pronunciation.</p>	<p><b>Talk about members of their immediate family and community.</b></p> <p>Children talk about their nuclear family and listen to stories about different families.</p> <ul style="list-style-type: none"> <li>- Ask questions or make comments.</li> </ul> <p><i>Who's In My Family?: All About Our Families by Robie H. Harris (family)</i></p> <p><i>Coming to England by Floella Benjamin (windrush)</i></p> <p><i>My Two Grannies by Floella Benjamin (family)</i></p> <p><i>Love Makes a Family Board book by Sophie Beer (family)</i></p> <p><i>The great big book of families by Mary Hoffman (family)</i></p> <p><i>It's okay to be different by Todd Parr (PSHE diversity)</i></p> <p><i>An ABC of families by Abbey Williams and Pauline Morgan (PSHE diversity)</i></p>		

<p>diversity of life in modern Britain including racial and religious diversity</p> <ul style="list-style-type: none"> <li>- materials which confront gender stereotypes</li> </ul> <p>All Kinds of People by Emma Damon (diversity of people)</p> <p>It's okay to be different by Todd Parr (PSHE diversity)</p> <p>Mommy Mama and me by Lesley Newman and Carol Thompson (PSHE diversity)</p> <p>ABC a family Alphabet book by Bobbie Combs (PSHE diversity)</p>	<ul style="list-style-type: none"> <li>- Group time children say hello to each other, talk about things they like to do.</li> </ul>	<p>Whoever you are by Men Fox (PSHE diversity)</p> <p>Mommy Mama and me by Lesley Newman and Carol Thompson (PSHE diversity)</p> <p>Happy in our skin by Fran Manushkin and Lauren Tobia (PSHE diversity)</p> <p>My world your world by Melanie Walsh (PSHE diversity)</p> <p>My princess boy by Suzanne Desimore and Cheryl Kildavos (PSHE diversity)</p>		
	<p>Show interest in different occupations.</p> <p>Visits from people who help us</p> <ul style="list-style-type: none"> <li>- Fire fighter</li> <li>- Police officer</li> <li>- Vet</li> <li>- Nurse</li> <li>- Ambulance</li> </ul> <p>Introduce new vocabulary related to the occupation and encourage children to use it in their speech and play.</p>	<p>Name and describe people who are familiar to them.</p> <p>Talk about people that the children may have come across within their community, and listen to their own experiences</p> <ul style="list-style-type: none"> <li>- delivery</li> <li>- shop staff,</li> <li>- hairdressers,</li> <li>- the police,</li> </ul>		

	<p>Firefighter By Amanda Askew (occupations in community)</p> <p>Teacher By Amanda Askew (occupations in community)</p>	<ul style="list-style-type: none"> <li>- the fire service,</li> <li>- nurses,</li> </ul> <p>Chef By Amanda Askew (occupations in community)</p> <p>Teacher By Amanda Askew (occupations in community)</p> <p>Vet By Amanda Askew (occupations in community)</p> <p>Doctor By Amanda Askew (occupations in community)</p> <p>Police Officer By Amanda Askew (occupations in community)</p> <p>Firefighter By Amanda Askew (occupations in community)</p>		
	<p>Celebrate and value cultural, religious and community events and experiences.</p> <ul style="list-style-type: none"> <li>- Children partake in discussions about celebrations. E.g. Diwali, Christmas, Chinese New Year, Easter, Eid</li> <li>- Celebrations and festivals board in EYFS</li> <li>- Make cards - Birthday, Diwali, Christmas, Easter, Mother's Day, Father's Day</li> </ul>	<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>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p>	<p>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.</p> <p>The Runaway Wok: A Chinese New Year Tale by Ying Chang Compestine (Celebrations and Festivals - Chinese New Year)</p>	<p>To recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>To recognise and name features of religions and beliefs</p> <p>Identify what they find interesting and puzzling in life</p> <p>Recognise symbols and other forms of Religious expression</p>

	<p><i>Rashad's Ramadan and Eid al-Fitr</i> (Cloverleaf Books – Holidays and Special Days) by Lisa Bullard (Celebrations and Festivals - Islam)</p> <p>Light Your Candle, It's Diwali: A Children's Story Introducing Diwali by Prisha Laskar (Celebrations and Festivals - Sikh)</p> <p>Lift-the-Flap Bible Stories for Young Children: by Andrew J. DeYoung (Christianity)</p> <p>How to Catch a Dragon by Adam Wallace (Celebrations and Festivals - Chinese New Year)</p>	<p>Learn about the following religions:</p> <ul style="list-style-type: none"> <li>- Christianity</li> <li>- Hindu</li> <li>- Sikh</li> <li>- Judaism</li> <li>- Islam</li> <li>- Buddhist</li> </ul> <p><i>My Religion, Your Religion</i> by Lisa Bullard (Judaism and Christianity)</p> <p><i>Oliver's vegetables</i> by Vivien French (Celebrations and Festivals - Harvest)</p> <p><i>Pumpkin Soup</i> by Helen Cooper (Celebrations and Festivals - Harvest)</p> <p><i>I See You, Buddha</i> by Josh Bartok and Demi (Buddhism)</p> <p><i>It's Ramadan Curious George</i> by H. Rey, A. (Celebrations and Festivals - Ramadan Islam)</p> <p><i>The Many Colors of Harpreet Singh</i> by Supriya Kelkar (Sikh)</p> <p><i>Festival of Colours</i> by Surishtha Sehgal</p>	<p><i>Alfie's Christmas</i> by Shirley Hughes (Celebrations and Festivals - Christmas)</p> <p><i>The Christmas Promise Storybook: A True Story from the Bible about God's Forever King</i> By Alison Mitchell (Celebrations and Festivals - Christmas)</p> <p><i>Diwali (festivals around the world)</i> By Grace Jones (Celebrations and Festivals - Diwali Sikh)</p> <p><i>Holi (festivals around the world)</i> By Grace Jones (Celebrations and Festivals - Holi Hindu)</p> <p><i>Eid ul-Fitr &amp; Eid al-Adha (festivals around the world)</i> By Grace Jones (Celebrations and Festivals - Eid Islam)</p> <p><i>The Story of Easter</i> by Alexa Tewkesbury (Celebrations and Festivals - Easter Christian)</p> <p><i>Happy Birthday, Buddha!</i> by Christine H. Huynh M.D. (celebrations and festivals - Vesak Buddhism)</p>	<p>Recount outlines of some religious stories</p> <p>Recognise features of religious life and practice to include religious artefacts</p> <p>Recognise some religious symbols and words</p> <p>Identify aspects of own experience and feelings, in religious material studied</p> <p>Identify things they find interesting or puzzling, in religious materials studied identify what is of value and concern to themselves, in religious material studied</p>
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	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Dear Greenpeace by Simon James (climate)</p> <p>Wangari's Trees Of Peace: A True Story from Africa by Jeanette Winter (location)</p> <p>In group time encourage children to talk about each</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>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.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Look at Woodside in relation to the World, UK, Shropshire, Telford, Woodside.</p> <p>Last Stop on Market Street by Matt de la Pena &amp; Christian Robinson (human and physical)</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p>

	<p>other's families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented</p> <p><a href="#">This Is Our World: From Alaska to the Amazon - Meet 20 Children Just Like You</a> by Tracey Turner (location)</p> <p><a href="#">The World Around Me (Look Closer)</a> by Charlotte Guillain (location)</p> <p><a href="#">Same, Same but different</a> by Jenny Sue Kostecki-Shaw (location)</p> <p><a href="#">At the Same Moment Around the World</a> by Clotilde Perrin (location)</p> <p><a href="#">My World Your World</a> by Melanie Walsh (location)</p> <p><a href="#">The Wild Woods</a> by Simon James (location)</p>	<p>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p> <p><a href="#">My World, Your World</a> by Melanie Walsh (location)</p> <p><a href="#">Children around the world</a> by Donata Montanari (location)</p> <p><a href="#">A place called home</a> by Kate Baker (location)</p> <p><a href="#">Let's eat: Mealtime around the world</a> by Lynne Marie (location)</p> <p><a href="#">The big book of the UK</a> by Imogen Russell Williams (location)</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p><a href="#">Emma Jane's Aeroplane</a> by Katie Haworth &amp; Daniel Rieley (location)</p> <p><a href="#">Two worlds one child's heart</a> by Vered Kaminsky (location)</p>	<p><b>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.</b></p> <p>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.</p> <p><a href="#">Katie In London</a> by James Mayhew (location)</p> <p><a href="#">Katie in Scotland</a> by James Mayhew (location)</p> <p><a href="#">The Usborne Children's Picture Atlas: by Ruth Brocklehurst</a> (field work)</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p><a href="#">Here We Are</a> By Oliver Jeffers (location)</p>	<p>a contrasting non-European country</p> <p>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> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the</p>
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		<p>The world book by Joe Fullman (location)</p> <p>Draw information from a simple map.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Power point - maps</p> <p>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.</p> <p>Power point - maps</p> <p>Children draw maps of the EYFS outside area</p> <p>Children draw a map linked to a story</p> <ul style="list-style-type: none"> <li>- Little Red Riding Hood</li> <li>- Hansel and Gretel</li> </ul> <p>Me in the Map by Joan Sweeney (field work)</p>	<p>Nature Girls by Delphine Mach (location)</p> <p>At the Same Moment Around the World by Clotilde Perrin (location)</p>	<p>location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
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