



EYFS at Redfield Edge Primary School

Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

Talks about past and present events in their own life and in the lives of family members.

Knows that other children do not always enjoy the same things, and is sensitive to this.

What skills are we learning?

Begin to interpret different information from a simple map.

To begin to understand the concept of 'making comparisons' / similarities and differences.

Understand the effect of changing seasons on the natural world around them.

Describe what they see, hear and feel whilst outside.

To observe and notice changes within the environment (e.g. decay, growth, change of matter such as ice etc).

To describe settings in stories from around the world, drawing on similarities and differences.

Enjoys joining in with family customs and routines, and is able to tell peers and adults about these.

FROM PSED STRAND: Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.

Understanding the World Past and Present, People, Culture and Communities, The Natural World.

Core books:
My Skin, Your Skin by **Laura H Allain**
Clara and the Christmas Cornbread
The Storm Whale in Winter by **Benji Davies**
The Runaway Chapati
The Princess and the Pea (African Tale) by **Rachel Isadora**
Clean Up by **Nathan Byron**

What opportunities to see this in action?

- Woodwork and Forest School sessions (**Life Skills, Mental Health**)
- JIGSAW PSHE Curriculum – covering topics; Being me in my World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, Changing Me.
- Cross-curricular work around each of the seasons – including taking photographs of the changes of 'our tree' in our Floor Book (**Technology**).
- Project work on: reduce, reuse, recycle. (**Global Matters**)
- Through the use of core books (see above), children will have opportunities to explore other cultures and learn about how people live in other countries – linked with a cultural food/music whenever appropriate.
- Trip to local church/ museum, trip to the local Farm (**Community**).
- Experimentation with sensory materials – i.e. ice, sand, water, gloop (cornflour mix), jelly etc.
- Cooking once a term (**Life Skills**)

Early Learning Goals – at the end of the year...

Past and Present ELG 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;

People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - 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; - 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.

The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.