

Year EYFS: UTW: People, Culture and Communities

Educational Program:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Years End Points:	Knowledge for Nursery	Key Texts for Nursery	Knowledge for Reception	Key Texts for Reception
People, Culture and communities Children at the expected level of development will: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been red to them in class.	People, culture and communities <ul style="list-style-type: none"> Continue to develop positive attitudes about the difference between people. Develop their sense of responsibility and membership of a community 	Key Text All are welcome Vocabulary Special, same, different, respect	People, culture and communities <ul style="list-style-type: none"> Understand that places are special to members to their community Recognise that people have different beliefs and celebrate special times in different ways (Eid, Chinese New Year, Diwali, Hanukkah) 	Key Text <u>Autumn Term 1</u> Hats of Faith Here we go Julian is a mermaid And tango makes three <u>Summer Term - TBC</u> This is How We Do It: One day in the lives of Seven Kids from Around the world Vocabulary special, same, different, respect, unique
	Christianity <ul style="list-style-type: none"> Children know that Christmas and Easter are special times to lots of people. 	Key Text The Christmas Story (A version of the Nativity) Symbols of Easter (the cross, new life) Key Rhyme Hot cross bun Vocabulary Christmas, Harvest, Jesus, God, manger, donkey, Mary, Joseph, grow, seed	Christianity <ul style="list-style-type: none"> Children know that Christmas, Easter and Harvest are special times to lots of people. Children know that the Bible is a special book to lots of people. Children know that some Christian symbols are special. Children to know God and Jesus were special people to lots of people. Islam –. Explore Eid, prayer mats, Mosque, special clothes worn by men and women. Introduce the book ‘Hats of faith,	Key Text <u>Autumn Term 2</u> ‘The Christmas Story’ (some version of the Nativity) Away in a Manger We wish you a merry Christmas <u>Spring Term 1</u> Symbols of Easter (the cross, new life) Key Rhyme Hot cross buns <u>Summer Term</u> Hats of Faith First Festivals The most exciting Eid In my mosque Vocabulary Bible, church, cross, Christmas, Easter, Harvest, Nativity, Jesus, God, manger, angel, Mary, Joseph, grow, seed

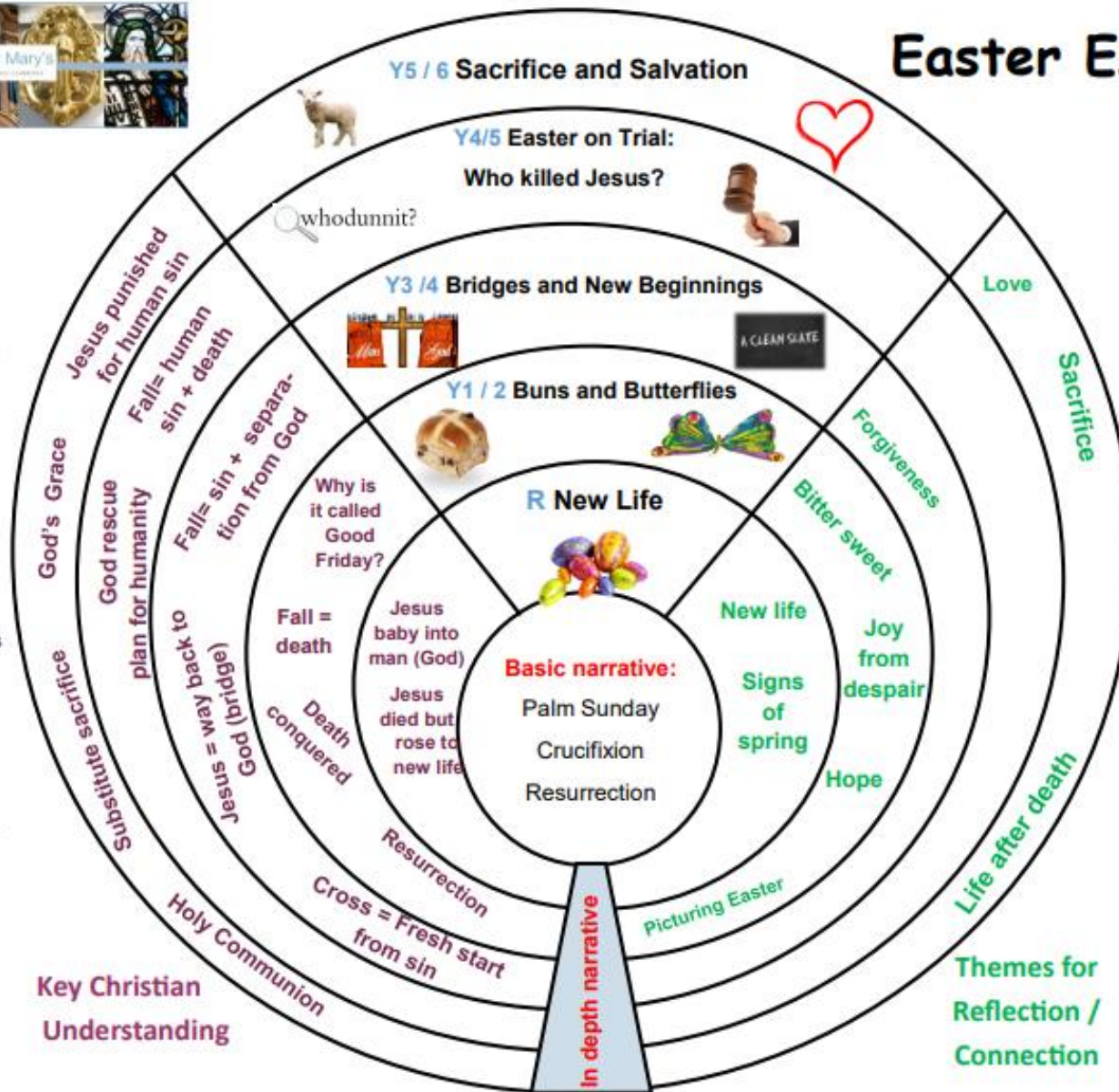
	<p>Possible provision:</p> <ul style="list-style-type: none"> • Objects from different cultures • Role play areas to reflect diversity within the school community • Stories to reflect the diversity of children’s experiences • Religious artefacts (curiosity cube) • Resources to provide opportunities for cultural diverse art • Visits to local places of religion • Visitors from different religious communities into school 	<p>RE enquiry</p> <p>Nursery</p> <ul style="list-style-type: none"> • Encourage children to ask questions • Talk about what they see using a wide vocabulary <p>Reception</p> <ul style="list-style-type: none"> • Ask questions to find out more, and to check they understand what has been said to them (interview a resident of the local area) • Talk about what they see using a wide vocabulary • Children to answer who, where and when questions first before answering ‘why’ and ‘I wonder/how do you know’ questions. • Describe and make observations of the differences within our settings and local community
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Easter ExploREd

Top Tips:

- Get children secure on the narrative of events and add in detail over time.
- Build up understanding of concepts over the key stages.
- Link to the 'big story' of the Bible.
- Don't teach festivals in isolation (connect Christmas and Easter).
- Use symbols, analogies and visuals to aid understanding of big concepts.
- Connect to related issues like forgiveness and sacrifice. Allow time to explore and reflect on these important issues.
- Assess children's understanding of Easter before and after the topic.



Key Christian Understanding

Themes for Reflection / Connection

- In depth Narrative**
- Palm Sunday
 - Turning the tables
 - Last supper
 - Betrayal of Jesus
 - Garden of Gethsemane
 - Jesus' arrest
 - Peter's denial of Jesus
 - Jesus is accused (Caiphus)
 - Jesus is condemned (Pilate)
 - Crucifixion
 - Resurrection
 - Pentecost

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