

Woolsery Primary School Early Years Planning *Learning at the Heart of the Community*

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

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.

| Changes within living memory | Events beyond living memory | The lives of significant individuals in the past | Significant historical events, people and places in their own locality |
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| <ul style="list-style-type: none"> ● During dedicated talk time, listen to what children say about their family. ● Share information about your own family, giving children time to ask questions or make comments. ● Encourage children to share pictures of their family and listen to what they say about the pictures. ● Using examples from real life and from books, show children how there are many different families. ● Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present. | <ul style="list-style-type: none"> ● Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. ● Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. ● Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present. | <ul style="list-style-type: none"> ● Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. ● Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. ● Show images of familiar situations in the past, such as homes, schools, and transport. ● Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. ● Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. ● Feature fictional and non-fictional characters from a range of cultures and times in storytelling. | <ul style="list-style-type: none"> ● Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. ● Listen to what children say about their own experiences with people who are familiar to them. |

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| <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. | | | |
| Assessment | | | |
| <ul style="list-style-type: none"> ● Listen to what children say about fictional and non-fictional characters from stories from a range of cultures and times. ● Begin to develop an understanding of the past and present. | | | |
| Vocabulary | | | |
| Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now | | | |
| <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. | | | |

| All About Me | |
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| All About Me | Space |
| Families. Growing and Changing | Historical events, significant people Laika the space dog, space race, Maggie Aderin-Pocock |
| <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. |
| Black History Month: Louis Armstrong and Marcus Rashford | |
| <ul style="list-style-type: none"> • Compare and contrast figures from the past. | |
| Amazing animals - dinosaurs | |
| Amazing animals - dinosaurs | Once upon a time |
| Dinosaurs were alive a long time ago and now are extinct People were not alive then Sources of information eg bones Mary Anning – who was she? How do we know she lived a long time ago? | How has life changed eg Jack and the Beanstalk vs now – Jack kept a cow etc Who lived in castles? What were castles for? |
| <ul style="list-style-type: none"> • Comment on images of situations in the past. • Compare and contrast figures from the past. | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. |
| Come outside! | |
| Come outside! | Pirates |
| Look at lives of significant people eg Jane Goodall, David Attenborough, Joy Adamson, Chris Packham, JB (Down on the farm), Hamza (Let's go for a walk) What did they do? How did they raise awareness of conservatism? | How life has changed – boats, clothes Why did we have pirates? Finding out about famous pirate figures |
| Compare and contrast significant figures from the past and present. | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. |