**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School with an increased knowledge and sense of the physical world around them, their community and the wider world. They will respect the world around them and others, celebrating our similarities and differences, including our religious and cultural differences. Our pupils will have a greater sense of themselves and the changing environment. Through their work our children will have experienced using a range of equipment and sources (including maps) to enable them to find out and gather information which they then used to further their understanding and learning. They will have had opportunities to explore, observe and find out about people, places, cultures, technology and the environment, and will have taken part in rich and meaningful first-hand experiences such as cooking, visiting places in the local community (e.g. church and library) as well as enjoyed visitors and school trips that enhanced their learning.

**Implementation:**

Our topics, lessons and learning environment give our children the opportunity to experience a wide range of people, creatures and the natural environment. We explore a range of cultures through our RE lessons and learn through a Christian ethos. We encourage them to make initial observations then test their predictions. The children are able to compare observations over time and ask questions. We use a range of equipment, books and visits to research and find out information and use a range of sources to find out information. We model how to respect people and other cultures through all our lessons. Direct adult-led activities help the children to find out more about the world around them and apply this in their play through the role play or small world areas. We introduce the children to new, subject specific vocabulary and provide opportunities for them to use those in everyday speech. The Early Years includes many trips in the local area (church, library, fire station) and further away (Park Hall Farm, Imagine That, Tatton Park).

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|  | **Past and Present** |
| **Baseline**- Can say who they are and who they live with- Enjoys joining in with family routines and customs **On Track Check Point 1**- Describes who is in their family and discusses similarities, differences and changes - Discusses different occupations of family members- Knows to call 999 in an emergency**On Track Check Point 2**- Talks about a wider range of occupations- Can describe similarities and differences between occupations- Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).**ELG:****Talk about the lives of the people around them and about their roles in society** | **Baseline**- Shows awareness of time (e.g. stating ‘next it’s lunchtime’.)- Talks about how things are changing within a season (e.g. ‘It’s colder’)- Talks about how they have changed (e.g. ‘My top is too small… I’ve got bigger.’)**On Track Check Point 1**- Can talk about a past event in their life (e.g. a birthday, pre school, something they did over the summer).- Can talk about upcoming events in their life- Uses vocabulary for time- today, yesterday, tomorrow, old, new, now, then- Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time)- Knows there are seasons that repeat and go in order- Knows there are 7 days in a week and the names and order of these**On Track Check Point 2**- Uses vocabulary past, present, future- Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)- Knows that living things do not stay the same over time (life cycles, seasons, organic things decay over time).**ELG:****Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**  | **Baseline**- Shows awareness of time (e.g. stating ‘next it’s lunchtime’.) |
| **On Track Check Point 1**- knows they have grown from a baby into a child and that they will get older.- Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations**On Track Check Point 2**- Uses past tense with increasing accuracy. - Talks about how some people in the past have shaped today (e.g. Guy Fawkes) |
| **ELG:****Understands the past through settings, characters and events encountered in books read in class and storytelling.**   |
| **Provisions:** | **Provisions**Role play opportunities, small world opportunities, discussions about job roles, looking at photos as a baby and milestones, visits from relatives with interesting stories and Hamble hedgehogs, looking at objects from the past that relatives may have used (e.g. telephones, favourites stories and books) |
|  | **People, Culture and Communities** |
| **Key Skills: Identifying, reflecting and understanding** |
| **Baseline**-Comments and asks questions about aspects of their familiar world, such as the place they live or the natural world.- Talks about differences they have experienced or see in photos between countries- Uses all senses in hands on exploration**On Track Check Point 1**- Can say they live in Tarporley/local area/ United Kingdom- Describes what they see, feel and hear when outside- Understands that maps show where places are.**On Track Check Point 2**- Identifies features on a simple map (trees, house, river, mountain)- Understands that signs and symbols can tell us about a place- Can draw and create their own maps using real objects and or pictures and symbols- Can use directional language to describe how to get to somewhere.**ELG:****Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps** | **Baseline**- Begins to make sense of their own life and family history and beliefs.- Joins in with family customs and routines- Recognises and describes special times of events for family or friends- Develops positive attitudes about differences between people--------------------------------------------------------------------------**On Track Check Point 1**- Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries. - Understands that some places are special to members of the community- Understands why Christmas is celebrated and important to Christians and can retell the Christmas story- Understand why Hindus celebrate Diwali. **On Track Check Point 2** -Can talk about Chinese New Year- Recalls simply what happens when a baby is welcomed into a religion-Understand why Christians celebrate Easter **ELG:****- 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** | **Baseline**- Shows interest in the lives of people who are familiar to them- Develops positive attitudes about differences between people- Talks about some of the things they have observed in different places- Make imaginative and complex ‘Small Worlds’ with blocks and construction, such as a city with different buildings and parks**On Track Check Point 1**- Knows where they live and the type of building they live in (e.g. flat, bungalow)- Understands that maps show where places are.- Realise that while most people in England celebrate Christmas, not all countries do.- Understands that signs and symbols can tell us about a place- Understands a world map shows all the countries in the world and how these are represented by colour and that sea is represented by another.- Can talk about other countries that are represented in our class (e.g. what they eat, wear, buildings)**On Track Check Point 2**- Can find England on a world map.- Can talk about differences in celebrations, buildings, food and clothing **ELG:****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**  |
| **Provisions** |

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| Curiosity cube, provide simple maps of the local area, provide natural materials to explore, multicultural provision- dolls, small world, role play etc. Visits from members of the community from different faiths etc. Visits to different places of worship. Look at pictures from other cultures. RE lessons, collective worship, reflection area Provide pictures/ artefacts/ watch videos of life in other countries.  |

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|  | **The Natural World** |
| **Key Skills: Identifying, reflecting and understanding** |
| **Baseline**

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| - Explores the natural world around them using their five senses- Explores collections of materials with similar and or different properties |

**On Track Check Point 1**- Explores collections of materials, identifying similar and different properties- Can name their five senses- Discusses how to care for living things and their habitats- Looks at and discusses the features of hedgehogs/dormice and understands the word ‘hibernation’.- Can answer questions about what they have observed- Knows names for baby animals and can match these to their adult.- Looks at animal key stages of development from birth to adult**On Track Check Point 2**- Uses terms ‘chrysalis’ when observing the life cycle of a butterfly- Knows most plants start growing from a seed or bulb- Knows plants need water, warmth and light to grow and survive- Makes observations about shapes and colours and tries to record these through drawings.**ELG:****Explore the natural world around them, making observations and drawing pictures of animals and plants**  | **Baseline**-Asks questions about what they have observed - Talks about holidays they have had**On Track Check Point 1**- Can talk about the environment around them- Can answer questions about what they have observed- Knows what the word habitat means**On Track Check Point 2**- Can talk about different habitats and why they are good for certain living things (e.g. hedgehogs, birds, foxes, minibeasts)- Can talk about how different animals live in different climates (e.g. huskies in Lapland)- Shows understanding of how humans can impact the environment (e.g. buildings, pollution) and what we can do to help.**ELG:****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**  | **Baseline**- Explore collections of materials with similar/ different properties- Talk about the differences between materials and the changes they notice (ice, cooking)**On Track Check Point 1**- Talks about changes that happen in the natural environment during Autumn and Winter- Observes and discusses natural processes such as melting ice, a sound causing a vibration, light travelling through transparent materials, an object casting a showdown, a magnet attracting an object and a boat floating on water.- Can explain what the word ‘nocturnal’ means- Knows names for baby animals and can match these to their adult.- Looks at animal key stages of development from birth to adult**On Track Check Point 2**- Uses vocabulary past, present, future- Can describe the changes that occur in each season of the year (natural world) and how these also affect us (e.g. clothing we wear, how to stay safe in the sun)-- Talks about changes that happen in the natural environment during the Spring and Summer**ELG:****Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter**  |
| **Provisions** | Outdoor area, allotment, forest, pictures of animals, plants to create process/ observational art, photos to explore, outdoor investigation areas, magnifying glasses etc for investigation Photographs and books related to other environments, books from around the world e.g. jungles, polar, different continents.

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| Curiosity cube, materials both natural and man-made to explore and discuss, explore forces in everyday life, playdough making station, cooking  |

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**Impact:**

We believe all children will reach the Early Learning Goals in UTW by the end of the Foundation Stage. Our teaching and provision allow pupils to explore and find out about the people and world around them. Our pupils leave the Foundation Stage ready for the new knowledge and skills the National Curriculum has to offer in History, Geography and Religious Education. We teach all subjects through our Christian ethos and learn an appreciation for a range of other cultures and people. We provide first hand experiences through trips such as the local church and library as well as Park Hall Farm, Imagine That and Tatton Park.