

Vocabulary - Understanding the World: People, culture and communities

Early Learning Goal:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

| Understanding the world: People, culture and communities | Vocabulary |
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| <p>Our world We live on planet Earth. It is one of the planets in our solar system. On Earth there are many different countries. In each country there are cities, towns and villages. Where do you live?</p> | <p>Fly, Drive, Ride, Train, Clouds, Aeroplane, Row, Ticket, Bridge, Bike, Bus, Car, Indoors/Outdoors, World, England, London, Country, City, Town, Village, New Forest, Local, Community, Environment, Observe, Compare, Same, Different, Changes, Fiction, Non-fiction, Maps, Beach Forest, Woodland, Hill, Mountain, Sea, Ocean, River, Soil, Farm, Field, Shop, Planet, Postcard, Leaflet, Harbour, Factory, Valley, Coast, Cliff, Hampshire, Dorset, Solar system, Improvements, Capital city, Equator, South Pole, North Pole, Direction, Route, Globe, Atlas, World map, UK map, OS map, Satellite pictures Aerial pictures, Identify, Describe, Explain, Compare, Evaluate</p> <p>Christians Remembering Harvest Festival Autumn Guy Fawkes Bonfire Firework Diwali Light Symbol Important Belonging Celebrate Family Together Bethlehem Christian Church Easter Jesus New Christian Symbol Egg Reminder Celebrate Reflect Carnival Together Unique Spring Faith Culture Artifact Decoration Celebrate Home Worship Festival, Christians Forward Jesus Stories Followers Culture Moral Spiritual Inquire Apply Evaluate</p> |
| <p>Our local area We live in a house, bungalow, flat or apartment. Where do you live? What street do you live on? What number is your home? Our schools are in the New Forest. Our schools are on streets called Church Lane/Thatchers Lane.</p> | |
| <p>Maps We learn about the position of objects and spatial awareness through small world and loose parts play. We begin to represent our home, local area and school through making and creating.</p> | |
| <p>Environment Environments are our surroundings. Different people, plants and animals like to live in different environments; for example, garden, forest, desert, mountain or beach. We have our own indoor and outdoor environment at school.</p> | |
| <p>Transport We can travel to school in lots of different ways. By foot or bicycle is the best way to travel for the environment and to keep us fit and healthy.</p> | |

Progression

| Autumn term | Spring term | Summer term ELG |
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| <p><u>Children will:</u></p> <ul style="list-style-type: none">• Show interest in different occupations.• Talk about members of their immediate family and community• Name and describe people who are familiar to them.• Understand that some places are special to members of their community• Recognise some similarities and differences between life in this country and life in other countries | <p><u>Children will:</u></p> <ul style="list-style-type: none">• Continue developing positive attitudes about the differences between people• Recognise some environments that are different from the one in which they live. | <p><u>Children will:</u></p> <ul style="list-style-type: none">• 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. |