

HLC Early Years Foundation Stage Curriculum Progressive Areas of Learning



Understanding the World: People Culture and Communities

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.

Nursery	Reception
<p>People, Culture and Communities By the end of Nursery, an HLC child will:</p> <ul style="list-style-type: none"> - Be able to share and talk about their in-school and at-home interests. - Know their place in relation to the whole-school community. - Name celebrations and events and the religions and cultures that observe them. - Create a map of their classroom with key features identified. - Talk about differences between contrasting environments. 	<p>People, Culture and Communities By the end of Reception, an HLC child will:</p> <ul style="list-style-type: none"> - Know the interests of their friends and compare these with their own, finding peers with similar and different interests. - Make comparisons between their time in Reception and their pre-school experiences. - Make comparisons between celebrations observed by different religions, cultures and community. - Create and follow a range of maps of important areas of the school and immediate local area. - Explain similarities and differences between their life and the life of a Reception-age child in a different country.

Nursery	Spring 1 Nursery 1	Spring 2 Nursery 1	Summer 1 Nursery 1	Summer 2 Nursery 1	Autumn 1 Nursery 2	Autumn 2 Nursery 2	Spring 1 Nursery 2	Spring 2 Nursery 2	Summer 1 Nursery 2	Summer 2 Nursery 2
	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splosh	Getting to Know You	Use Your Imagination	Traditional Tales	Growing, Growing, Growing!	Bugs, Bugs, Everywhere	Splish, Splash, Splosh
<ul style="list-style-type: none"> - Familiarises themselves with the school environment. - Follows maps around the classroom to explore the environment. 	<ul style="list-style-type: none"> - Know different ways we can celebrate and talks about they have in the past. - Meets members of staff across the school. 	<ul style="list-style-type: none"> - Talks about their life outside of school. - Makes marks and ascribes meaning to them as maps. - Begins to compare the different areas of their learning environment. 	<ul style="list-style-type: none"> - Explores images and artefacts to learn about religious festivals. - Knows that there are other classes and children in the school who are older than them. 	<ul style="list-style-type: none"> - Explores home corners in their play and compares this with their own life. - Uses loose parts to create representations of maps. - Talks about the physical features of our school. 	<ul style="list-style-type: none"> - Meets members of our community who follow different religions. - Meets and talks with members of the school's Student Parliament. 	<ul style="list-style-type: none"> - Compares their life outside of school with their peers. - Creates maps of their classroom and other parts of the school which are significant to them. 	<ul style="list-style-type: none"> - Learn about religious celebrations from those who celebrate them. - Knows their place in relation to the whole-school community. 	<ul style="list-style-type: none"> - Shares their in-school and at-home experiences with others. - Verbally labels parts of maps which they have created. 	<ul style="list-style-type: none"> - Names and talks about religious and cultural celebrations. - Meets, talks and plays with children in Reception. - Talks about similarities and differences between their classroom and Reception's. 	

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Protectors of the Earth	When I grow up!
<ul style="list-style-type: none"> - Plays with friends and discovers shared interests through this play. - Follow maps of the school and the local areas within the community. 	<ul style="list-style-type: none"> - Looks back at their life before Reception and how their routines and experiences have changed. - Knows multiple religions and celebrations observed by these religions and begins to make comparisons. - Studies images of children their age learning and playing in different parts of the world. 	<ul style="list-style-type: none"> - Finds friends with similar and different interests to their own. - Create drawn and physical versions of maps to show journey travelled personally or by characters in stories. 	<ul style="list-style-type: none"> - Talks about what they enjoy doing in and out of school and why they like these things. - Describes how different religions and cultures observe various celebrations. - Talks about the lives of other children around the world and begins to make comparisons with their own lives. 	<ul style="list-style-type: none"> - Knows the interests of their friends and compares them with their own. - Create a range of maps of the school and local areas within the community. 	<ul style="list-style-type: none"> - Makes comparisons between their time in Reception and their pre-school experiences. - Compares celebrations observed by different religions, cultures and communities. - Explains similarities and differences between their life and the life of a Reception-age child in a different country. 	

Understanding the World Early Learning Goals

Past and Present	People, Culture and Communities	The Natural World
<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. 	<p>Children at the expected level of development will:</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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.