**Autumn 1: My world, your world** *(concept: focusing on identity, the community we live in, and the wider world) (week 1,2 & 3)*

Through our curriculum the children will be learning all about themselves, their community, and the world. The concept focuses on building a child's self-awareness and helping them make sense of their personal experiences, their family, and their immediate community. We will be offering the children a diverse range of stories, cultural experiences, and interactions with different people. This will help children develop important social and emotional skills, build a strong sense of self, and foster appreciation for the world's diversity. We will also explore real life superheroes and look for the superhero within themselves, including, who is their own superhero (mum, dad, auntie, uncle, nana, friend, etc.).

**Key Aspects of the Concept**

**Self-awareness**: Activities like "All About Me" discussions, family trees, and scrapbooks will help the children recognize and articulate their unique qualities, interests, and feelings**.  Personal Experiences:** As educators we help the children to connect their personal experiences to their learning by discussing what they did and who they met at the park, library, or with family.

**Vocabulary Development:** We will begiving children words to describe their thoughts and experiences to help build their vocabulary and supports their ability to express themselves.

**Teaching About Their Community**

**Social Skills:** The children will interact with their peers and others within the community learn about empathy, cooperation, and communication**.**

**Sense of Belonging:** We will be engaging in local events to foster a feeling of connection and value, enhance self-esteem.

**Understanding Roles:** Meeting people such as fire fighters, retail staff, fundraisers to introduce children to different roles in their community, helping them understand how society functions. We will explore real life superheroes, looking at their admirable qualities, such as, strength, courage, and kindness. Also, children will be creating and exploring their own superhero persona, children can safely investigate their own identity, interests, strengths, and goals.

**Teaching About the World and Connections to Time and Place:**

**Cultural Awareness:** Through exposing children to a wide range of stories, books, and traditions we will help children learn about the social, cultural, and technological diversity of the world. **Exploration and Investigation**: Opportunities to explore physical environments, like parks, woods, local countryside the children will discover and learn about the natural and made world.

**Connections to Time and Place:** By embracing the **c**hildren's personal and community experiences, we will be providing them with a foundation for understanding concepts of time and place, these are building blocks for subjects such as history and geography.

Children will be involved in activities that help to develop their ability to express themselves and listen to their peers.  By listening to stories the children will learn about how they are similar and different to others. Activities such as group discussions and in pairs will promote taking turns to speak and working with others in cooperative play and learning.

**Autumn 1: Magical lands and mythical creatures** *(concept: learning about cultural and historical, societal myths, cultural identity and historical narratives) (week 4,5,6, and 7)*

Stories about unicorns, fairies, and dinosaurs can be used to help children understand morals, such as, doing the right thing, being good to others and embracing difference. The topic will be used as a vehicle for understanding complex ideas such as, courage, differences, and the consequences of actions, while providing a sense of cultural identity through their connection to societal myths, historical narratives, and values. Unicorns, fairies and dinosaurs are relatable characters and symbolic figures, they will allow children to safely explore human emotions, social dynamics, and abstract concepts. Cultural identity is fostered when these stories are shared, connecting individuals to a shared past and community values, like the purity and strength associated with unicorns, or the awe and scientific curiosity inspired by dinosaurs.

**Key Aspects of the Concept**

**Emotional Development:** Unicorns and fairies, have often been used as symbols of purity, grace and kindness, and the imposing, powerful presence of dinosaurs, can help children understand emotions and develop empathy.

**Cause and Effect:** Dinosaur stories can illustrate how actions have consequences, with creatures struggling or thriving based on their ability to adapt to their environment, which subtly teaches children about cause and effect.

**Relatability:** Unicorns and dinosaurs provide imaginative yet grounded characters with whom children can connect, allowing them to process complex human situations in a safe and engaging way.

**Shared Cultural Identity Through Narratives:** Unicorn and fairies are connected to mythology and symbolic meanings, they help to connect children to broader cultural traditions and values, like those associated with Celtic, European, Greek, Roman and Chinese mythology.

**Historical Context:** Dinosaur stories provide a connection to the past and a scientific legacy, allowing children to explore our relationship with the natural world and the vastness of history.

**Community and Values:** By sharing these stories, parents and educators can transmit cultural values and a sense of belonging. For example, the unicorn's association with chivalry and purity in Celtic tradition contributes to a specific cultural identity. **Gender and Social Identity:** The popular association of dinosaurs with boys and unicorns with girls can sometimes reinforce stereotypes, the association often reflects existing societal trends and can be a starting point for discussing how gender and identity are constructed and perceived within a culture.

**Communication:** The children can create shared stories: using props, small-world figures, and sensory elements to create a magical or prehistoric landscape. The adults will start a story, and the children can take turns adding to it, building a collaborative narrative. We will use props such as dinosaur or mythical creature puppets to tell stories. We will be using scientific names to introduce the complex and exciting names of different dinosaurs, such as *Triceratops* and *Tyrannosaurus Rex*, helping to expand their vocabulary. When looking at pictures or toy models, ask children to describe what they see using rich adjectives, such as "What does the dragon's skin feel like?" or "how big is the *Brachiosaurus*”. Introduce words related to the topics, such as *carnivore, herbivore, palaeontologist, fossils, extinct, wings and scales*. And use these words frequently during play and discussion.

**Autumn 2: Celebrations** *(Concept: fostering respect, empathy, understanding, embracing diversity, respecting other’s beliefs)*

We will be exploring many cultural celebrations from here in the UK and from around the world. We will focus on fostering respect and understanding of others, helping to develop an appreciation for our beautiful diverse world. The concept also focuses on promoting inclusion and empathy, the children will learn this through a world full of magical and diverse traditions, beliefs, and values in a developmentally appropriate way. This in turn will build the children’s cultural capital, enhance and nurture a child's sense of identity and belonging. The children will be developing social and emotional skills to prepare them for a diverse and interconnected world.

**Key Aspects of the Concept**

**Building Cultural Capital:** We will be introducing the children to different festivals and traditions like Harvest Festival, Remembrance Day, Diwali, Chinese New Year, Eid, Homowo festival in Ghana, New Yam Festival, and Christmas to help the children develop a broader understanding of the world and a richer foundation of knowledge and experience.

**Fostering Empathy and Respect:** By learning about the beliefs and values of others, children begin to understand and respect different cultures, fostering a sense of mutual understanding and shared human values.

**Developing Identity and Belonging:** When the children join in celebrating festivals it will help children to understand their own cultural background and family traditions while also developing a positive sense of pride and connection to a diverse wider community.

**Emotional Literacy:** The subject will support children in understanding and expressing their own feelings, which helps them develop empathy for others. **Respecting Differences:** We will be helping children that it is okay to have their own views and to voice them respectfully, while also accepting that others may have different opinions.

**Enhancing Learning and Development:** Celebrations provide rich opportunities for learning across various areas such as storytelling, crafts, music, dance, food tasting and baking used to enrich children's senses and creative expression, supporting their cognitive, social, and physical development.

**Promoting Inclusion:** By celebrating the diversity within and beyond the setting, we will be creating an inclusive environment where all families feel valued and their cultures are represented and respected. **Involve Families:** Invite parents to share their traditions, recipes, clothing, or stories to bring cultural experiences to life and build strong home-setting partnerships.

**Use a Multi-Sensory Approach:** Engage children's senses through authentic crafts, music, dance, and food tasting related to different festivals.  **Create Rich Environments:** Display photographs, artefacts, and words from home languages to create a welcoming and culturally rich learning environment.

**Vocabulary and Communication:** The children encounter new words and phrases related to different cultures, festivals, and traditions. The children will learn to share their thoughts and emotions about their experiences, including using past, present, and future tenses. The children will learn to offer reasons for why things happen, using newly learned vocabulary from stories, rhymes, and discussions about diversity. Throughdiscussions and interactions, children will build listening skills and confidence in communication.

**Spring 1: The Wonderful World of Animals** *(Concepts: include understanding animal habitats, how they are suited to different environments, recognising global diversity, fostering respect for the natural world).*

The children we be gaining an understanding of the world, focusing on developing children's awareness of the physical world, their community, and the differences and similarities between environments. Key concepts include understanding animal habitats and how they are suited to different environments, fostering respect for the natural world, recognizing global diversity, and developing communication and comparative language skills. Children will learn to compare and differentiate between animals and how they compare to their surroundings, this will help the children to make sense of their own environment and wider world.

**Key Aspects of the Concept.**

**Exploring diverse environments:** The children will be learning that animals live in different places, such as damp rain forest, hot jungles or cold summers and icy winters in the North Pole.

**Understanding animal’s needs:** We will explore and discover how a variety of animals adapt to survive, how they find food, shelter, and water in their specific habitats.

**Developing comparison skills:** The children learn to identify similarities and differences between various animals and their homes, and compare their sizes, shapes and different coats.

**Science Focus:** Bylearning about animals, the children will be provided with a foundation for scientific understanding and gain knowledge of the world around them.  **Life cycles:** The children will take their first steps towards understanding the key features of an animal's life cycle.

**Habitats and Environmental awareness:** On their adventure into the world of animal’s children will learn that a habitat is an animal's "home" and explore why certain animals are suited to particular environments. We be looking at the children having an awareness of how human actions and climate change can affect animal populations and their homes.

**Recognize different cultures:** By learning about animals from different countries the children will develop global awareness and begin to understand that life and environments in other countries can be different from their own. **Develop curiosity and respect:** The learning experience inspires a sense of responsibility for the natural world and all living things.

**Mathematics:** The children will learn to sort animal toys, explore animal habitats through shape and space, using positional language (e.g., "the giraffe is next to the tree"), measuring animals, and creating number patterns with animal themes. They will learn mathematical concepts like counting, sorting, comparing, and problem-solving in a fun, engaging way that also teaches children about animals

**Communication and Language:** Thechildren willlearning new words for animals, their sounds, actions, and habitats. We will encourage the children to pay attention and listen to sounds, stories, and instructions to identify and understand information we are giving to them. We will be describing animals, asking questions, sharing interests to express ideas and build confidence in children’s speaking abilities.  We will concentrate on activities, such as identifying animal sounds or following a rhyming string to help children stay interested and focused on the subject. We will be helping the children to develop expressive language through questions and storytelling, and imaginative role-play.

**Spring 2: Farms, Fields and Hedgerows** (The concept behind this topic is for the children to learn about the natural world, animal care, where food comes from, and basic life cycles).

We will provide activities that support children as they develop their learning around, understanding the world, communication and language, and expressive arts and design. The hands-on experiences we offer will help to build children's sensory skills, vocabulary, and appreciation for nature and farming through activities like animal identification, exploring plant growth, and understanding farming jobs.

**Key Aspects of the Concept.**

**Where food comes from:** The children will be learning that the food they eat comes from farms, connecting produce to its origins.

**Animal care:** Children will discover that animals such as cows, sheep, chickens, dogs, cats have basic needs and must be cared for by the farmers looking after them, including, helping the children to gain an understanding of the importance of animal welfare.

**Plant and animal life cycles:** We will be exploring the seasonal changes on the farm, fields and hedgerows. This includes, for example, lambs to sheep, calves to cows, chickens that lay eggs, then hatch as chicks (life cycles).

**Hedgerows:** The children will explore how hedgerows undergo many changes, shifting from bare winter branches to flourishing walls of blossoms and new leaves. We will explore the local countryside to look for goat willow (catkins), blackthorn (white flowers) and lesser celandine (yellow star like flowers found in the undergrowth at the bottom of hedges). The children will learn that these are the first sources of nectar and pollen for emerging pollinators come from early-blooming species.

**Fields:** We will look for signs of new life in the fields in our local countryside, such as when the farmers have planted spring-sown crops, such as potatoes, barley or oats. We will look baby animals, for example, foals, calves and lambs. Have the fields been ploughed? This will open a discussion about why, what crops are being planted, what we use the crops for. We will be listening out and seeing if we can spot or identify birds such as house martins, swallows, and cuckoos as they migrate back from overwintering in Africa, including the increasing birdsong of the birds that remain in the UK overwinter. We will be searching for signs of insects that have hibernated through the winter, such as bumble bees, beetles, and butterflies. Including the many insects that are drawn to the appearance of new blooms from February through to May. **Different types of farms:** Children can learn about the various jobs on a farm and how different types of farms (like a dairy farm or a vegetable farm) operate.

**Mathematics**: the children will compare and sort animals they encounter, count how many they see, and describe their size, count seeds etc.

**Communication and Language:** The topic will provide opportunities to introduce new words related to animals, plants, and farm equipment.  Children develop their listening skills by listening to stories about farms or instructions from farmers. Children can practice sequencing events and telling stories about what they see and do on the farm. Children can create art, such as drawing farm animals or building farm-themed creations with various materials. A farm role-play area allows children to practice social skills and act out scenarios, such as buying and selling food in a farm shop, planting potatoes to harvest in the summer.

**Summer 1: We all go travelling by** *(Concept, learning about what vehicles are used for, the benefits of healthy travel (like walking or cycling), and the cultural significance of transport, such as a Vardo (Romany horse and living wagon, caravan, van and house-on-wheels*)

The topic helps children to learn about different forms of transport such as horses, waggons, walking, cars, construction vehicles, buses, trains, bikes, boats, horses and planes etc. This topic encourages children to learn about road safety, compare past and present transport, and understand how people move over land, water, and air.

Key concepts include the functions and parts of vehicles, route planning (e.g., maps), the benefits of healthy travel (like walking or cycling), and the cultural significance of transport such as a Vardo (Romany horse and living wagon, caravan, van and house-on-wheels)

**Key Aspects of the Concept.**

**Different Modes of Transport:** The children will learn about different vehicles and their main uses (e.g., a car for personal travel, a bus for public transport, an aeroplane for long distances).

**Purpose and Function:** The children will gain an understanding why different vehicles exist and the problems they solve (e.g., a helicopter for rescue, construction vehicles such as, a digger or excavator for digging up house foundations, for pipes and roads, a boat for fishing or rescuing stranded people at sea).

**Travel and Journeys:** the topic covers how we people use transport when we visit friends and family, a visit to the shops, go on holiday, to special events such as Appleby Horse Fair, or moving home.

**Safety:** we will be looking at how important road safety rules for pedestrians and cyclists, the importance of car seats, and why we should not enter building sites on our own or without safety gear.

**History and Change:** We will compare historical and modern transport methods to help children understand how things evolve, such as, how horse & carts or horse & barges, steam trains, compared to modern day transport such as, shipping containers, goods trains, vans and lorries.

**Cultural Knowledge:** Thinking about the wider world and how different societies travel.

**Environments:** Children will be learning about different biosphere environments (land, waterways, the ocean, air), we will be comparing the past and present, and discover how things work (like aeroplanes, hot air balloons and bikes).

**Mathematics:** We will use cars, buses, or trains to count and sort them by type, colour, or size. We will create opportunities to use transport-themed number lines for children to practice sequencing and counting. The children will sort vehicles into types, colour, shapes and sizes**.** The children will learn we will learn to build and design their own roads, train tracks, or airports, encouraging spatial reasoning and problem-solving using a variety of materials.

[**Communication and Language**](https://www.google.com/search?client=firefox-b-d&sca_esv=d1d26e03a6da53f6&cs=1&sxsrf=AE3TifN9xo-EHSuv3uu_LW14ySRmzbYAvA%3A1759401802378&q=Communication+and+Language&sa=X&ved=2ahUKEwir5Ia7qoWQAxUOZkEAHYuiLKoQxccNegQINxAB&mstk=AUtExfCw5cN-1tRI4_c2TG8rN8dFalbs0PzZ5bIVu8t07EzlvsD34A561jGoxSEK2gt4KnpsA2bgmX532NjuTVWQoijfGzN22odJCpvL3OVHJPhppOCrtib8-zrj54GkyEwD0wLscGn5yJr-0d0gQfBOalZzncK-XZzrCvc8xkwMow6Ozphcak0VKqTKrh4nhQNzL8Ll2D_FJXLZO4UEcV-SkHylL10JQfLXIUgWcecLPKV_mRjJKygYlapPXyR6jx6yZNGsP57aHs7GOdyICbq6nP90&csui=3)**:** we will provide activities that encourage children to use new vocabulary, listen to stories, and discuss their ideas. We will further enhance development by engaging in role play activities that will build on personal, social and emotional development, whilst continuing to encourage the children to use language appropriate descriptions of what they know and new concepts they have learned.

**Summer 2: Life in the ocean and on the seashore**. (The concept around the ocean and seashore topic will be to understand the importance of protecting the ocean and its inhabitants and its rich diversity of life.

**This will involve:** exploring different sensory experiences and related activities. We want the children understand and know more about conservation, instilling in them a desire to want to protect our oceans and sea life (scientific curiosity). We will be focusing also on vocabulary expansion, physical development, and an introduction to environmental responsibility. We will be exploring the properties of sand, water, marine life habitats and different animals found along its shorelines, cliffs and beaches. Children will engage in imaginative play, build with sand, learn about sea creatures and tides. We will learn the importance of keeping beaches clean. The children will also explore what having fun at the seaside looks like to them.

**Key Aspects of the Concept.**

**Touch:** The children will explore the feeling of sand and water through different activities, which is important for sensory development.

**Movement:** By digging in sand, collecting shells, and moving like waves the children will develop both gross and fine motor skills.

**Imaginative Play:** We will create seaside role-play areas with props like buckets and spades to foster imagination and confidence.

**Understanding Habitats:** The children will beintroduced to concepts such as the different types of beaches, such as sandy, pebbly, rocky, volcanic, sea birds, rockpools and marine life. This is to teach children about different ecosystems and the diversity of life in the ocean and along its coast.

**Water Properties:** We will Investigate how sand and water interact, such as when building sandcastles, or when the water becomes frozen.

**Global Awareness:** The children will explore maps of the world and globes to help children understand that the ocean is a huge part of the Earth's geography. **Protecting Nature:** The children will learnabout the impact of litter on beaches; this will lead to an early sense of responsibility for environmental protection.

**Seasons and Holidays:** We will talk about how seaside visits relate to summer holidays and different seasons

**Mathematics:** The children willuse shells, pebbles or small toy sea creatures to practice counting, grouping, sorting by colour or size. We will look at number recognition on the side of fishing boats, emergency number to call. We will use shells and marine animals for subitising up to five. The children will learn to copy patterns they see and replicate them in mark making. During role play such as a seaside shack, children will use play money to buy items, practicing money skills

**Communication and Language** We will teach the children new words they may not have yet encountered, such as, tides, currents, harbour, shore and tides, also names of sea creatures, such as, barnacles, sea anemones, urchins . The children will be looking at many books (fact and fiction) around the subject, we will sing rhymes and songs that reflect the animals and people that are associated with the ocean. The children will be encouraged to act out scenes, which helps build comprehension and language skills.

*All of these concepts are based around the children’s interests and run throughout our curriculum. We place communication and language at the forefront of our curriculum, we will use books, literature of different kinds, songs and rhymes as our starting point for learning and open discussion. Our curriculum is a blended approach using guidance from, ‘Development Matters 2021, Birth to Five Matters Universally Speaking*