



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Spring 1
Class:	EYFS
Subject:	Understanding The World
Key Unit Question:	What is a celebration?
Key Themes:	Diversity
Memorable Experience:	Oriental Museum

EYFS Framework:

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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

Development Matters:

- Talk about members of their immediate family and community.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

Rationale:

It is very important for our young children to learn and understand about the different ways in which other people and other cultures celebrate. Learning such as this raises the children's awareness and acceptance of what, how and why other people celebrate. It puts our own cultural identity and celebrations into context and increases the children's knowledge about other cultures. Children will begin to consider that the world is bigger than their immediate environment and this will prepare them for Geography in KS1 and beyond.

Prior Knowledge:

Children may have an understanding of some knowledge about different cultures and celebrations.

Children might be able to identify that China is a different country and it is far away from England.

Children may be able to identify how different people celebrate different things in different ways.

What do we intend pupils to know and be able to do at the end of this unit?

- Show some awareness of different religions and cultures
- Listen to what other children say about their own experiences
- Begin to talk about their own experiences and feelings
- Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year
- Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different



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Share books about celebrations.

Some examples include:

- Lunar New Year Around the World
- Eight Nights, Eight Lights
- The Most Exciting Eid
- I love Chinese New Year
- Celebrations Around the World
- Celebrate!: Chinese New Year
- Lanterns and Firecrackers
- My Chinese New Year

Discuss celebration that are important to me and celebrations that are important to other people in our community and other countries.

Children will learn that members of families of all religions (or of none) love one another and that they show this in different ways, for example, by caring and sharing, preparing special food and by exchanging gifts. In the context of receiving and giving gifts, children can come to understand that families of all religions (or of none) think about making others happy by taking the time to choose appropriate presents.

I can discuss the similarities and differences between spring in the UK and Spring in China

- Weather
- Clothing
- Habitats/Minibeasts/Animals
- Planting/Growing

I can learn all about China

- I can find China on a map/globe
- I can compare pictures of China and England
- I can look at special places in China e.g., temples
- I can name animals that live in China
- I can build a model of some Chinese landmarks e.g., the Great Wall of China, Mount Everest

What is a celebration?

Spring 1

Chinese New Year

I can describe how to celebrate special times in different ways

- New Year/Hogmanay
- Tu B'Shevat (Jewish) – planting trees
- Chinese New Year – Lion Dance
- Valentine's Day
- Shrove Tuesday – Pancakes
- Saraswati Puja (Hindu) – Kite Flying

Key Vocabulary:

- Family
- Party
- Birthday
- Christmas
- New Year
- Fireworks
- Traditions
- Celebrate

Key Questions:

What is a celebration?

Who do you celebrate with?

What do you celebrate at home?

How do you celebrate?

Do you eat anything special for these celebrations?

I can recognise how Chinese New Year is similar/different to our celebrations

- My First Festivals – Cbeebies
<https://www.bbc.co.uk/cbeebies/shows/my-first-festivals>
- <https://www.youtube.com/watch?v=qzfhME-ZgDQ>
- https://www.youtube.com/watch?v=eVClAj8q_IY
- https://www.youtube.com/watch?v=c8ssHXZ9_qU

I can talk about the similarities and differences in celebration foods.

- Cook and eat different Chinese foods e.g., prawn crackers, soy sauce, egg fried rice, discuss similarities and differences between this and Christmas dinner/birthday cake.
- Chinese Tea Ceremonies/English Afternoon Tea
- Double Seventh Festival/Valentine's Day
- Laba Festival/ Harvest Festival