

History



EYFS - People and Communities with links to Sustainable Travel Links – Geography – The World

<p>Objectives: ELG :13 People and Communities</p> <p>To talk about past and present events in their own lives and in the lives of family members</p> <p>To know that other children do not always enjoy the same things, and are sensitive to this</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Related areas of learning:</p> <p>CL To use the vocabulary of the local environment</p> <p>PD – development of Gross Motor skills through using bicycles and scooters which they may or may not use when coming to school</p> <p>UW – Understanding that rules keep us safe when we are out and about</p>	<p>Key Questions / Vocabulary</p> <p>Head, Shoulders, Legs, Arms, Eyes, Nose, Mouth, Senses, Walk, Crawl, Skip, Run, Holiday, Places, Travel , Mountains, Animals, Lakes, Seas</p>
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<p>Oral and Mental</p> <p>Sing the song – Head, Shoulders, Knees and Toes</p> <p>Hold up a baby doll. Go through each part of the body and think of things that the children can do now that they couldn't do when they were a baby, toddler etc.</p> <p>Main Teaching Session</p> <p>Talk about the different members of their families – who they are, how old they what they can do etc. How birthdays are celebrated. Read through: http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6013638</p> <p>Talk about how life is not the same for everybody and that there are many different places in our world.</p> <p>Ask where the children have been on holiday – what places have they seen. Go through the images in the document. What is different to UK? What things might have been there a long time?</p> <p>Plenary</p> <p>How have we changed? How have these changes helped us?</p> <p>How might we be similar/ different to those in other countries?</p>	<p>Adult led / focussed activities</p> <p>Use big sheets or rolls of paper – children draw themselves when they were babies, toddlers and now.</p> <p>How have they changed? What can they do now that they couldn't do before? What would they like to do when they start in KS1?</p> <p>How did they travel when they were younger? How do they travel now?</p> <p>Compare the children to the other members of their family.</p> <p>Annotate what the children say.</p>	<p>Exploring & Applying</p> <p>Small world dolls house – what are the people doing?</p> <p>Play dough – can you create some of the interesting things you have seen on holiday or would like to see.</p> <p>ICT</p> <p>http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf</p> <p>BE SEEN BE BRIGHT GAME</p> <p>Painting – scenes from family life or place visited on holidays. Scenes of them travelling to school or the park.</p> <p>Gross motor - bikes and scooters. – encourage stopping, looking and then proceeding.</p>	<p>Assessment Opportunities</p> <p>The children can describe what the characters are doing.</p> <p>The children can describe what they have made and think how it might compare and contrast with what chin in other countries might see.</p> <p>The children describe what they have seen and how they can keep safe.</p> <p>The children can describe what they have painted and how they compare to those in the story.</p> <p>The children describe what they have painted and how it might compare and contrast with what chin in other countries might see.</p> <p>The children can say if they went backwards, forwards, round and round.</p>
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Resources: <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6013638>

Play dough, Painting equipment, Rolls or large sheets of paper, Gross motor equipment

Downloadable poster from http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf

Next Steps: To consider how we can look after each other and our world.