

## **Early Years Foundation Stage Framework Links:**

**Self-Regulation:** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

**Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

**Building Relationships:** Work and play cooperatively and take turns with others.

Form positive attachments to adults and peers. Show sensitivity to their own and to others' needs.

**Speaking:** Participate in small group, class and one-toone discussions, offering their own ideas, using recently introduced vocabulary.

Express their ideas and feelings about their experiences using full sentences.

**Past and Present:** 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.

**People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Explore the natural world around them, making observations and drawing pictures.

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.

## **Essential Prior Learning:**

**Self-Regulation:** Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried'.

Understand how others might be feeling.

**Managing Self:** Select and use activities and resources, with help if needed.

Increasingly follow rules without needing an adult to remind them.

**Building Relationships:** Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.

Play with one or more children, extending play.

**Speaking:** Be able to start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.

Past and Present: Begin to make sense of their own lifestory and family's history.

Show interest in different occupations.

**People, Culture and Communities:** Talk about what they seen in their environment.

Continue developing positive attitudes about the differences between people.

**Natural World:** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

## Progression in Skill:

- Sharing about themselves, their favourite toys and family.
- Form friendships by discussing likes & dislikes.
- Begin to use the zones of regulations to talk about and control their feelings.
- Discuss how we have grown and changed over time and how we will continue to do so.
- Explore different occupations and link these, where possible, to people & places in Tonbridge.

- Use images to compare how the local environment has changed over time.
- Discuss family links with other areas of the country/world, where appropriate.
- Compare how ways of life, routines & celebrations differ between households and different communities.
- Express learning, thoughts & feelings through talk, stories, junk modelling, art, music, dance, role play & storytelling. E.g. making fire engines and representations of their own house & family.

## **Long-term Memory Knowledge:**

**Children should know:** 

We are all human – regardless of our differences.

Who is part of their family.

We live in Tonbridge (or nearby).

Tonbridge is a town.

Different people live and work in Tonbridge.

Key Vocabulary	
Human	a living person
Family	a group of people who are related
Home	the place you live
Town	a place where people live and work
Tonbridge	the town that we live in
Job	work that people do

Relevance	
Now	Children know who they are and their
	place in their families and community.
Future	Children can form meaningful
	relationships in different communities
	as appropriate.
Aspiration	Children can play an active role in
	forming and developing communities
	that benefit themselves and others.