

Rockwood Nursery School

Sequence of Learning for People and Communities

Intent for People and Communities

for Rockwood children to recognise their own identity and role within their school, homes, community and wider global society

	INTENT	IMPLEMENTATION	IMPACT
Stage 1	<p>Early stages covered in PSED. Show an awareness in themselves and their family. Knowledge that we all come and belong to a family. Confidently make an attachment away from the primary carer.</p>	<p>Children are given the opportunity to select and choose where they would like to play within the Nursery. Key person/Teacher provides objects which they are familiar with or chosen for them following speaking to carers during home visits.</p>	<p>Children show confidence and independence, have strong sense of belonging within their family and Key group. Observe others around them, sometimes commenting on what they do and copying their play or actions.</p>
Stage 2	<p>Knowledge that they belong to a group other than their family, e.g. key worker group. Begin to talk about their own family. Take part in role-play activities using resources which are similar to those they see at home.</p>	<p>Children are encouraged to take part in role-play activities using resources which are similar to those they see at home. Staff encourage children to recognise that they are part of a Family group, Squirrels or Hedgehogs, also part of a colour group within the Nursery School.</p>	<p>Children learn that nursery itself is a community for them and their families. They learn to respect their needs and differences are respected.</p>

<p>Stage 3</p>	<p>Begin to listen to others when they talk about themselves. Identify themselves within pictures and talk about what they were doing when the picture was taken. Start to recognise that other children celebrate events at different times to them, for example birthdays.</p>	<p>As above and: Identify themselves within pictures, looking at their group learning wall and talk about what they were doing when the picture was taken. End of session Key person group time talk and recognise who is in their group. Each child's birthday is celebrated in front of their colleagues and parents/carers. The children gather round the birthday child, present them with a card and sing "happy birthday" before they blow the candle out on a cake.</p>	<p>Children enjoy pointing to and discussing themselves and their art work and feel a sense of pride, belonging and individuality with in the nursery. Children enjoy singing happy birthday and celebrating a special occasion which is not their own.</p>
<p>Stage 4</p>	<p>Remember and talk about things that have happened previously in Nursery School or their own experiences. Be aware that children in our school will like different toys, may speak different languages, wear different clothes, eat different foods or celebrate events different to their own. Listen to others and value their thoughts and opinions</p>	<p>Children are encouraged to talk about special events in their own past during group time and registration. During Wellcomm activities we are encouraged to listen to others and value their thoughts and opinions. Multicultural dressing up Multicultural Jigsaws and books Multicultural signs/words alongside English Taste different foods from around the world Using Ipad/Whiteboard watch videos of different countries and listen to how they talk.</p>	<p>Children can recap what they did in previous wellcomm sessions as well as remembering what they have done at home. Children understand that some children communicate in different ways and don't always enjoy the same things and they always try to include them in their play. The children ask questions and are interested in different cultures, they enjoy dress up and looking at different foods and cultures.</p>

<p>Stage 5</p>	<p>To show an interest in different occupations and ways of life. Talk about special events in their own past eg holidays in England or other countries, talk about family who could live in other countries. Talk about where they live and about their community, Recognise that there are others in our Nursery who may celebrate festivals which are different or the same to their own such as Christmas, Eid and Chinese New Year.</p>	<p>As above and : Children are encouraged to talk about their parents occupations and we have visitors that come in to talk to the children, eg Police and community support officers. Fiction/none fiction books about people who help us and role play areas/dressing up are set up: Post office Police station Fire Station. Dentist Doctors and Nurse's Schools Shop Invite people/parents from a range of cultural backgrounds to talk about aspects of their lives. We talk about children in our nursery who's family's who may speak a different language, Polish or Lithuanian or others.</p>	<p>Children share visits they have had on holidays to other countries, England bring in post cards to show awareness of other cultures in other countries. The children enjoy visitors who attend nursery this helps children to learn to listen, to treat the visitors with respect, and knowledge about people and how they live and what their job entails which is essential for young children. Children enjoy role play and gain confidence in 'acting out' different professions.</p>
<p>Stage 6</p>	<p>Confidently talk about events in their own lives and past experiences. To celebrate a range of Special events and visit parts of the local community. Begin to understand that things have happened 'a long time ago' and listen to stories or take part in memorial</p>	<p>As above and: The children go on visits to Springfield School to meet the Reindeer at Christmas, also go to St Catherine's Church to watch the Springfield Christmas Nativity Play. Visits to Janet's allotment, Towneley Park, post box or the Spar.</p>	<p>Children leave the nursery as confident, independent learners with fond memories of their exciting and interesting experiences at Rockwood which they can recite at will. Children understand that as well as being part of a nursery they are also part of a wider community. As well as being academically prepared, children are ready to</p>

	<p>events to help them to start to develop this understanding this further. Begin to recognise differences and similarities that connect and distinguish them. Prepare for the transition to School.</p>	<p>Talk about the War and what the Poppy represents and the children make poppies for Remembrance Sunday. Tatty Bumpkins – Tatty is Gender Neutral, the children decide the Gender during the session. School role play is available: Various school uniforms and book bags Books on first 'day at school' Children are told who will be at their new school Pictures/photos of their new school use Ipad to look at their website. Teachers from their new school come to visit.</p>	<p>start their new adventures at "big school" thanks to the independence, confidence and autonomy that has been instilled and nourished at Rockwood.</p>
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First 2 stages PSED