

What Humanities looks like in EYFS

Areas of Study	3-4 year olds	Reception	ELG
	<p>Use a wider range of vocabulary.(CL)</p> <p>Be able to express their point of view.(CL)</p> <p>Develop a sense of belonging to the community(PSED)</p> <p>Begin to make sense of their own life story and families history (UTW)</p> <p>Explore how things work and have changed.(UTW)</p> <p>Continue to develop positive attitudes about the differences between people.(UTW)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.(UTW)</p> <p>Talk about the changes they notice. (UTW)</p>	<p>Understand how to listen carefully and why listening is important.(CL)</p> <p>Learn new vocabulary (CL)Ask questions to find out more and to check they understand what has been said to them, (CL)</p> <p>Describe events in some detail. (CL)</p> <p>Use new vocabulary in different contexts (CL)</p> <p>See themselves as a valued individual (PSED)</p> <p>Talk about members of their immediate family and community. (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Comment on images of familiar situations in the past(UTW)</p> <p>Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside.(UTW)</p> <p>Draw information from a simple map(UTW)</p> <p>Understand that some places are special to members of the community. (UTW)</p> <p>Recognise some similarities and differences between life in this country and life in other countries. (UTW)</p> <p>Explore the natural world around them (UTW)</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments. (CL)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (CL)</p> <p>Participate in small group, class and one-to-one discussions offering their own ideas.(CL)</p> <p>Offer explanations for why things might happen. (CL)</p> <p>Express their feelings and ideas.(CL)</p> <p>Talk about the lives of the people around them and their roles in society.(UTW)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.(UTW)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.(UTW)</p> <p>Describe their immediate environment using knowledge and observations, discussion,</p>

		<p>Recognise that some environments are different from the one in which they live. (UTW)</p> <p>Understand the effect of changing seasons on the natural world around them. (UTW)</p>	<p>stories, non-fiction texts and maps. (UTW)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class. (UTW)</p> <p>Explain how 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. (UTW)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (UTW)</p> <p>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. (UTW)</p> <p>Understand some important processes and change in the natural world around them, including the seasons and changing states of matter. (UTW)</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------