



# OUR PLACE IN THE WORLD: Identity and community

## Focus Overview

Reception: School, Family, Parish



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

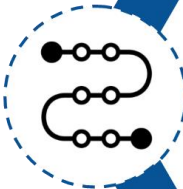
**A Wonderful World:**  
Appreciating God's Creations



**Peace and Conflict:** Respect for all Individuals



**A Moment in Time:**  
Learning from the Past for Our Future



**We are Engineers:**  
Embracing Technology to Solve problems



**Nurturing Nature:**  
Engaging and Taking Responsibility



**Our Place in the World:** Identity and Community



## Our Place in the world Reception –

This theme gives children the opportunity to think about their lives- as part of a local community as well as part of the global community - and compare that to the lives of others. Throughout this focus, children will make connections between themselves and the outside world. They will begin by identifying their families and understand that everyone has a unique family and we all have similarities and differences. Children will also gain the opportunity to explore their local community and pinpoint key places on a map. They will find their school and have a go at creating their own maps from home to school. Through **Understanding of the World** children will look deeply into their own environment and communities and their own family. They will talk about the features of their own immediate environment and how environments might vary from one another. Through our **Talk for Write** children will look at the story of 'Peace at Last' and learn about how Mr Bear struggles to sleep. They will then use their knowledge of their local area and change the story to help Mr Bear find somewhere to sleep peacefully. **Communication and Language** will allow children to communicate and role play the story. Finally, through **Expressive Arts and Design** will allow children to use their creativity to design and create their own shelters for Mr Bear to sleep in,

### Theme Impact

Children will have more awareness about the similarities and differences within our local community and understand that we are all equal. Through exploring the local community they will be able to seek out the things God has blessed us with.

### Catholic Social Teaching

Children will focus on community and where they belong. They are to look at different communities, particularly those of different types of families and faiths. Can they describe the similarities and differences between themselves and their friends? What similarities and differences can they identify within our community? How has God blessed us?

### British Values

Children will explore British Values in ways that are meaningful to them as part of the setting's spiritual, moral, social and cultural curriculum. Children will be prepared for life in modern Britain and be part of a democratic society and to help them to look after others around them. Children will celebrate different cultures, faiths and beliefs and will celebrate this by having an Afternoon tea inviting members of local faith groups.

### Curriculum Drivers

#### Geography

#### Understanding the World

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  
Understand that some places are special to members of their community  
Draw information from a simple map.  
Talk about members of their immediate family and community.

#### Application

Children will gain an in-depth knowledge of their local community by creating their own maps and will use the information they have gathered to write prayers to thank God for all that we have been blessed with.

### Wider Curriculum Opportunities

#### Writing

- Write simple captions.
- Write short sentences.
- Start to use finger spaces between words.
- Able to read own sentences back.

#### Reading

- Sequence a familiar story using images or objects.
- Tell the story to another person using the book or images.
- Make a simple prediction based on the events of a story so far.
- Use the language from a story within role play and discussions.

--All About Families – Non-fiction

--Families, Families, Families (suzanna lang) – Fiction

--Families Around the World (Margriet Rurrs) – Non-fiction

	<b>--5 minutes peace (Jill Murphy) - Fiction</b>
<b>Enrichment</b>	
Walk to the local park Afternoon tea inviting members of local faith groups Multi-Faith week	
<b>Home Learning</b>	
Family trees	
<b>Evaluation Notes</b>	

<b>Stand-alone objectives to be covered this term</b>	
<b>PE</b>	
<b>Personal Development</b>	
Dance –	
<ul style="list-style-type: none"> <li>- To progress towards a more fluent style of moving, with developing control and grace</li> <li>- To combine different movements with ease and fluency.</li> </ul>	
Manipulation and Co-ordination	
<ul style="list-style-type: none"> <li>- To develop the overall body strength, co-ordination, balance and agility</li> </ul>	
<b>EAD</b>	
Dance –	
<ul style="list-style-type: none"> <li>- To listen attentively, move to and talk about music</li> <li>- To watch and talk about dance and performance art, expressing their feelings and responses</li> <li>- To explore and engage in music making and dance, performing solo or in groups</li> </ul>	
<b>Cooking in the curriculum</b>	
Fruit Smoothie	