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| **Entry point** | **Entry Profile****Children can:** | **First Milestone****Children can:** | **Second Milestone****Children can:** | **Third Milestone****Children can:** | **ELG** | **Links to other areas of learning** | **Year 1** |
| **Understanding the world: People. Culture and communities** | **Opportunities to learn all about the world around me.** | Continue to develop positive attitudes about the differences between people.Begin to make sense of their own life-story and family’s history.Know that there are different countries in the world. | Observe, with all their sense, their immediate environment. Know where they live; and where they go to school.Understand that people belong to different Religions, or none.  | Talk about their immediate environment using simple vocabulary with adult support.Know of other places in their immediate environment.Know of special places in their community, e.g., Church. | Use extended vocabulary to begin to describe immediate environment.Begin to respect and understand other religions and communities.  | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |  |  |
| Talk about own family. | Start to talk about significant others, and where they are from. | Know of other festivals and traditions celebrated by different communities.To begin to know of some similarities and differences between different parts of the world. | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. |
| Talk about different countries in the world, drawing on own experiences where appropriate. | Understand what a country is and what country we live in. | Know why maps are useful. Begin to use a map. | Explain some 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. |

