

## British values and cultural capital

Early learning goals

**Links to all seven areas of learning and characteristics of effective learning**

highlighted vocabulary from year one project 1

highlighted vocabulary from LEAP

British values	Vocabulary
<b>Democracy</b> Choices Voting (story, marble treat) Problem solving Class team/ class family Following their interests Sharing and taking turns support (turn taking mats, my turn your turn) Community visits and visitors	Family friends Mum Dad Brother Sister Auntie Uncle Niece Nephew Cousin Grandad Grandma Zones of regulation Blue zone Green zone
<b>The rule of law</b> Class mascot School rules Problem solving Risky play People who help us	Yellow zone help Red zone safe Sad relaxed Sick level 5 engaged Tired frustrated Bored worried Happy silly Calm excited Focused mad
<b>Individual liberty</b> Positive praise Pose questions Scaffold talk so that they can ask and answer questions Allow all children to have a go, and only intervene when needed and not to take over Zones of regulation Calming area Focus week for every child	Angry terrified Deep breathing Exercise private Job Work Occupation profession Professional Uniform Doctor/s Nurse Hospital ward surgeon
<b>Mutual respect and tolerance of different faiths and beliefs</b> Come and see RE Other faiths Families Celebrations	firewomen dentist fireman Teacher Opticians ✨ Similar ✨ same ✨ different ✨ Alike ✨ Religion ✨ Beliefs ✨ Culture

Topics	books
Me, family and friends	Full of love (family and traditions) So much (family) We're all different Simon socks (celebrating difference)
Experiences	The dinosaurs start school Spot starts nursery Kipper's birthday My Baptism (non-fiction) Scarecrow's wedding Maisy goes to the museum
Ways of life	Mog and the vet Astro girl Topsy and Tim meet the police My mummy is a plumber Carlo and the really nice librarian Non-fiction: vet, police, doctor, nurse, hospital, doctors, fire fighter, dentist, opticians
Religions	Our Christian faith non-fiction Our Muslim faith non-fiction Our Jewish faith non-fiction
Self-regulation	Colour monster Come on daisy (listening to grown-ups) I have big feelings Simon sock Feelings non-fiction
Managing self	Pantosaurus and the power of pants Starting school non-fiction Starting nursery non-fiction Spot goes to nursery Harry and the bucketful of dinosaurs go to school Smartest giant in town (helping others) Owl babies (attachment)
Building relationships	Friends The squirrels who squabbled Our class is a family Sharing a shell Lost and found (friendships)

# Cultural capital

“Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.” (EIF 2019)

<p><b><u>Breakfast and after school club</u></b></p> <ul style="list-style-type: none"> <li>☼ Nursery to year 6</li> </ul>	<p style="text-align: center;"><b><u>On site experiences</u></b></p> <ul style="list-style-type: none"> <li>☼ Pond</li> <li>☼ Library</li> <li>☼ Woodland area</li> <li>☼ Continuous outdoor provision</li> </ul>	<p style="text-align: center;"><b><u>Arts and crafts</u></b></p> <ul style="list-style-type: none"> <li>☼ Woodwork</li> <li>☼ Sewing/ Knitting</li> <li>☼ Powder paints</li> <li>☼ Loose parts large and small, in and out</li> </ul>
<p><b><u>Local visits</u></b></p> <ul style="list-style-type: none"> <li>☼ St Catherine's church</li> <li>☼ Local park</li> <li>☼ Post office</li> </ul>	<p style="text-align: center;"><b><u>Trips</u></b></p> <p><b>Canon hall farm F1</b></p> <ul style="list-style-type: none"> <li>☼ To see and hear real animals (Bird, duck, cat, cow, dog, horse LEAP animals planned throughout)</li> <li>☼ To see and discuss how they're looked after</li> <li>☼ To see and discuss what they eat</li> </ul>	<p style="text-align: center;"><b><u>Knowledge of every unique child</u></b></p> <ul style="list-style-type: none"> <li>☼ Home school links (home visits, workshops, stay and play, stay and learn and parent meetings)</li> <li>☼ Interactions with every child- planning in the moment and going with their interests</li> <li>☼ Focus weeks</li> </ul>
<p><b><u>Visitors</u></b></p> <ul style="list-style-type: none"> <li>☼ Vet</li> <li>☼ Police officer</li> <li>☼ Fire service</li> <li>☼ Dentist</li> <li>☼ Ambulance service</li> <li>☼ Other religions</li> <li>☼ Author</li> <li>☼ Poet</li> </ul>	<p><b>Butterfly house F2</b></p> <ul style="list-style-type: none"> <li>☼ To recall the animals that live on the farm, and meet a goat and a pony</li> <li>☼ Build on what they already know by finding out about:               <ul style="list-style-type: none"> <li>-small mammals: hedgehog (linked to hedgehog homes in the school's woodland area), guinea pig (Candice), mouse, Armadillo and rabbit (Candice)</li> <li>-Mammals from around the world: Asian otter, chipmunk, porcupine, wallaby, squirrel, lemur, meerkat, and bat</li> </ul> </li> <li>☼ To see different types of birds: owl, raven, hawk, swan, duck, goose, turkey, peacock and parrots</li> <li>☼ To see the butterflies life cycle on a larger scale (one in class beforehand)</li> </ul> <p>Exotic creatures: frog, toad, fish grasshopper, beetle, tarantula, stick insect, snake, tortoise, gecko, bearded dragon (school pet)</p>	<p style="text-align: center;"><b><u>Awe and wonder</u></b></p> <p><i>'We are here to feel, wonder and gaze in awe at the world. Instead of just teaching our children how to use things and do things, I suggest we nourish their sense of wonder.'</i> Bernie Siegel</p> <ul style="list-style-type: none"> <li>☼ Sensory play (dough, clay, cornflour, jelly, slime)</li> <li>☼ Intensive interaction (bubbles, dropping things high, cause and effect)</li> <li>☼ Experiments (see UW- natural world overview)</li> <li>☼ Real animals (butterflies emerging from cocoons, chicks, school pet, Candice's animal experience)</li> <li>☼ Visits from mothers with new babies</li> <li>☼ Real plants (sunflower heads, growing cress)</li> <li>☼ Real fruits (picking them from our pear tree, pumpkins, growing strawberries)</li> <li>☼ Glitter, oil and food colouring in puddles</li> <li>☼ Collecting real snow, hailstone and rain</li> <li>☼ Paddling pools and bare feet</li> </ul>
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>☼ Different genre</li> <li>☼ Nursery rhymes</li> <li>☼ Music from different cultures</li> </ul>	<p><b><u>Provocations</u></b> <i>A provocation is simply an activity or stimulus set up to provoke thought, curiosity, exploration and conversation. Reggio Emilia approach-Loris Malaguzzi</i></p> <p>Photos, books, art, small world</p> <p style="text-align: center;">An experience that says: <b>'come and play with me'</b></p>	<p style="text-align: center;"><b><u>Books</u></b></p> <p>Finding books linked to a child's interest fiction and non-fiction</p> <p>Leaving it out for them</p> <p>Letting them take it home as a library book</p> <p>Finding more books in that collection/same author</p>