



## Learning Journey: Modern Foreign Languages

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

### Geography

#### How does geography in the EYFS prepare children for future learning?

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

**Playing and Exploring:** children investigate and experience things, and 'have a go'

**Active Learning:** children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

**Creating and Thinking Critically:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including geography.

### EYFS Understanding the World (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## Early learning Goals (statutory): People, Culture & Communities

Children at the expected level of development will:

- ✓ 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
- ✓ 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

### Modern Foreign Languages- Understanding of the world, people, culture and communities

## The EYFS Experience

Geography	R.E	PHSE	Communication and language development
<p><b>Topics – London and the UK, China, Antarctica and artic, Where do bear live? (contrasting localities), Africa – Kenya.</b></p> <p>Look at and talk about where they live.</p> <p>They look at Google Earth and learn that the world is made up of different countries.</p> <p>Learn that they live in Litherland, which is in England.</p> <p>Listen to stories which are set in different places, particularly different countries – this gives the opportunity to talk about how other countries are similar and different including the languages that people speak.</p>	<p><b>Topics – Being part of a community, British culture and traditions, festivals, learning about differences, Diwali, Chinese New Year</b></p> <p>Learn about and celebrate a range of festivals and celebrations from around the world, for example Christmas, Easter, Chinese New Year, Eid, Diwali. This teaches them about different cultures.</p> <p>They learn that in different countries people speak different languages.</p> <p>Learning about the differences between different communities.</p>	<p><b>Topics – Changes, similarities and differences, celebrating, friendship,</b></p> <p>Children learn to identify what is special about them.</p> <p>Children are encouraged to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities including the languages.</p> <p>Children have access to resources that promote diversity- books, puppets, dolls etc</p> <p>Other languages spoken within the classroom are celebrated and encouraged.</p>	<p><b>Topics- English focussed texts- We're going on a bear hunt, The ugly duckling, Handa's surprise, Tinga Ting Tales, Sharing a shell.</b></p> <p>Children that will extend their knowledge of the world by stories and non-fiction books being read to them.</p> <p>Children will learn new vocabulary for example greetings in Spanish and French.</p> <p>Children will listen to and learn nursery rhymes in different languages.</p> <p>Children have access to resources that promote diversity- books, puppets, dolls etc</p>

<p>Communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>Learn how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (avoid stereotyping)</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p>	<p>Learn how to develop positive attitudes to the difference between people.</p>		
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**Development Matters (non-statutory guidance)**

- ✓ Recognise some similarities and differences between life in this country and life in other countries.
- ✓ Recognise some environments that are different from the one in which they live.
- ✓ Recognise that people have different beliefs and celebrate special times in different ways
- ✓ Continue developing positive attitudes about the differences between people

**Assessment: are we ready for the next step in our learning journey?**

- ✓ Can children talk about their community?
- ✓ Can children identify that the world is made up of different countries and people speak different languages?
- ✓ Can children communicate their understanding of their own environment and contrasting environments through conversation and in play?
- ✓ Can children repeat new vocabulary from different languages (simple greetings)?

**Vocabulary**

world, globe, differences, cultures, language, countries, Spanish, Chinese, French