

## Bringing the local environment in - Exploring the Wider World Project

Understanding the world: People and communities	Understanding the world: the world
Shows an interest in the lives of people who are familiar to them. Recognises and describes special events. Shows interest in different occupations and ways of life. They know about similarities and differences between themselves and others.	Comments and asks questions about aspects of their familiar world. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about features of their own immediate environment.

Enhancements that could be made:	Enhancements	Experiences to offer after the trip
<ul style="list-style-type: none"> <li>• Add photographs of local landmarks/ familiar places to small world play</li> <li>• Have blown up maps of the locality for the children to use in role play showing familiar roads</li> <li>• Have photographs of familiar adults carrying out different roles e.g. dustmen, post person</li> <li>• Look out or over the boundary to see what is happening. Discuss what the children can see.</li> <li>• Use precise language with the children e.g. makes of cars, cloud names, job roles etc</li> <li>• Have opportunities for children to be able to re-enact what they are seeing around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Have photographs of people that are important to the children. These could be family members or previous key person</li> <li>• Have photographs with information about the roles and some personal information that they are prepared to share, of people they could meet e.g. next school/room</li> <li>• Local jigsaws - Cut up photographs of familiar people, places and animals for children to put back. Add labels for children to be able to read</li> <li>• Invite people in to talk about what they do or for the children to talk with</li> <li>• Matching games using local landmarks, people etc</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for packaging/publicity materials from shops or businesses that are familiar to the children</li> <li>• Enhance dressing up by using clothes that could be worn by a range of roles that the children could develop for themselves.</li> <li>• Celebrate local or cultural events</li> <li>• Make photographic books of routes to places of interest children may take</li> <li>• Develop track games of various routes they may take to landmarks etc</li> </ul>