

QCA Code – Points to consider

### **Foundation**

Using the experiences of young children as starting points creates meaningful learning experiences.

At the first meeting with the child and parents find out about the child's ethnicity, their cultural, linguistic and religious experiences.

Plan to build on these experiences. The child's parents may also have skills and interests that they can be encouraged to bring into the setting.

As is good practice in the Foundation stage, planning for talk is essential, including talk in first languages between children, and children and adults.

Listening to stories and learning rhymes in first languages, and looking at different scripts are activities that all children will enjoy and benefit from.

Talking in their first language, as they are involved in an activity will enhance the children's learning as will having an adult to help make the links between the first language and English.

### **Light**

Opportunities to use sources of light that link to children's experiences  
e.g. Diwali, Hannaka, Christmas, Kwansa

Traditional stories about light and dark

Absence of light – experiences of living without electricity and light sources

### **Ourselves**

Provide photographic/ visual images that reflect diversity.

Finding out about food – reflect diversity. Plan for opportunities for parents/carers to talk to children, prepare and cook. It is important for teachers to be aware of links between food and cultural and religious requirements. Use a variety of cooking utensils in the home corner.

Food in celebrations– explore children's experiences of food in festivals eg Eid, Diwali, Christmas

Our families– Use photographic and visual images that reflect diversity of family structure, ethnicity, lifestyle, family abroad etc

Clothes– Explore range of clothes people wear– Cultural and religious requirements of dress – Language development for describing materials – use materials reflecting cultural diversity – Explore colour and pattern

Clothes and climate – keeping cool and keeping warm

### **Plants & Animals**

Growing food – Where does our food come from? Why did it grow there? Recommended resource – 'Growing Good' Bernard Ashley

Exploring plants – Use a variety of beans, seeds and plants. Invite parents/carers to share knowledge and contribute

Multi – lingual words for labeling parts of a plant

Sensitivity to cultural attitudes towards some animals e.g. many ethnic minority families would not have pets

Traditional stories from around the world

### **Sound**

Exploring sound sources – build on children’s experiences from their own communities

Music – Music played in settings to reflect diversity – Exploring how sounds are made using musical instruments reflecting diversity.

Invite parents/carers to contribute musical knowledge and or expertise

Musical instruments – from around the world (Bwerani toy library)

### **YEAR 1**

#### 1a - Ourselves

Use images that reflect diversity- age, gender ethnicity and disability.

Be aware of cultural and religious attitudes towards the body

#### 1b – Growing Plants

Include use of seeds, beans and plants that are familiar to Black / Asian culture e.g. coconut, lentils, avocado.

Invite a local Ethnic Minority gardener or allotment holder to show or talk to the children.

#### 1c – Sorting and using materials

Use objects and materials that are familiar to children and reflect diversity. Ask the children to bring things from home

#### 1d – Light and dark

This is an opportunity to use sources of light and references to light that link to children's religious and cultural experiences - e.g. Diwali divas, Kwansaa candle, birthdays cake candles, Hannaka candle and ying/yang.

Some children may also have experiences of the absence of light - meter running out, camping, living in a refugee camp. Use this as a point of discussion

#### 1e – Pushes and pulls

Build on children's experiences of pushes and pulls in their play e.g. play dough, doors, playground equipment. Talk whilst playing to ensure the language is used , take photos of children at play to talk, sort and match

#### 1f – Sound and hearing

Local toy library specializing in multicultural and inclusive play resources,  
KUUMBA - 20-23 Hepburn Road, St Paul’s, Bristol. BS2 8UD

+44 (0)117 942 1870

email: [bwerani\\_project@yahoo.co.uk](mailto:bwerani_project@yahoo.co.uk)

## **YEAR 2**

### 2a – Health and growth

Use dolls with Variety of ethnic looks/clothes etc

Invite an Ethnic Minority health professional to talk to the children about their job with reference to health and growth.

Include a reference to children's own experiences of medicines - this may include traditional, herbal and home remedies.

### 2b – Plants and animals in the local environment

Use children's experiences of different environments - e.g. Pakistan and Somalia. Children will often be able to recall mini-beasts and plants that the family grew.

Be aware of cultural attitudes to animals and pets.

### 2c – variation

Celebrate and use images that reflect diversity - age, gender, ethnicity and disability

### 2d – Grouping and changing materials

Use objects that are familiar to children and reflect diversity.

Invite parents to cook range of different foods with children - observe changes before and after heating

### 2e – Forces and movement

Use children's play as a point of discussion - in the playground.

### 2f – Using electricity

Some children may have experience of the absence of electricity - metre running out, camping , living in a refugee camp. Discuss these experiences

## **YEAR 3**

### 3a – Teeth and eating

Discuss cultural stories and traditions over losing milk teeth- tooth fairies are not present in all other cultures.

Ensure that food and meals reflect diversity - halal, vegetarian, allergy diets etc.

Children could make a multilingual dictionary of different foods (homework possibility)

### 3b – Helping plants grow well

Include wider range of plants from local area and beyond

If using seeds consider variety e.g. aduki beans

Consider plants from other places

Use local gardeners, greengrocers etc as resource

### 3c – Characteristics of materials

Include a range of objects that reflect children's everyday life's to identify materials

### 3d – rocks and soils

Provide labeled rocks for children to explore and discuss using the vocabulary required

### 3f – Light and shadow

Using sources of lights from different religions and cultures eg divas

All Saints RE resource centre 0117 927 7454

collection of culturally diverse artifacts and photos available

Explore and make shadow puppets

### 4a – moving and growing

Use images that reflect diversity - age, gender, ethnicity

### 4b – Habitats

Use children's experiences of different habitats

### 4c – Keeping warm

Use statements / pictures - Will it keep it warm / cool?

### 4d – Solids liquids and how they can be separated

Collaborative investigation - different methods of separation used in everyday life eg The rice/lentils/chick peas are muddled up, how can we separate them

### 4e – Friction

Build on children's own experiences- different shoes on different surfaces, skate boarding and riding bikes on different surfaces

### 4f – Circuits and conductors

Some children may have experience of the absence of electricity - metre running out, camping , living in a refugee camp. Discuss these experiences

## **YEAR 5**

### 5a – Keeping Healthy

Collaborative investigations - pulse rates

### 5e – Earth, Sun and Moon

Consider range of stories about Earth, Sun and Moon - from different cultures

### 5f – Changing Sounds

Link use of music to cultures and religions

Encourage parents who play range of instruments to visit

Collaborative investigation - Use a range of instruments reflecting diversity to explore pitch .

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## **YEAR 6**

### 6a – interdependence and adaptation

International links - compare habitats, form alliances/pen pals via email etc

### 6b – Micro Organisms

Use of black health professional visitor to the classroom

Use examples of food preservation e.g. salt fish

Explore range of breads through yeast investigation - collaborative investigation

### 6c – More about dissolving

Collaborative investigation - what affects the time a jelly takes to dissolve

### 6d – Reversible and irreversible changes

Invite parents who work in building industry to show changes in cement, plaster, paint

Collaborative investigation - what changes occur when materials are heated and cooled - can they be reversed?

### 6e – Forces in action

Collaborative investigation - how can the shape of a truck make it travel further

### 6g – Changing Circuits

Collaborative investigation - making a house secure with a burglar alarm activated by pressure pads