

**CORE SKILL:** To identify when something is the same or different

**Working towards curriculum ambition:** To be able to talk about their experiences and identify some similarities and differences.

**Possible sequence of learning:**

- To use familiar vocabulary effectively
- To use new vocabulary effectively
- To be able to identify their own experiences
- To be able to identify when things are the same
- To be able to identify when things are different
- To be able to make comparisons between their own experiences and those of others

**Things adults can do:**

- Develop positive relationships with children where they feel happy to communicate
- Encourage children to share their own experiences
- Teach children the meaning of the same and different
- Model identifying similarities
- Model identifying differences
- Model making comparisons
- Give children opportunities to identify similarities and differences
- Encourage children to talk about what they notice, what is the same and what is different

**Possible literacy opportunities linked to this activity zone:**

- Read familiar stories that provide opportunities to identify similarities and differences
- Provide fiction and non-fiction books

**Links to statutory framework:** ELG: Past and present, people, culture and communities and the natural world:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- 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
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

**Links to MAGIC:**

- **Communication**