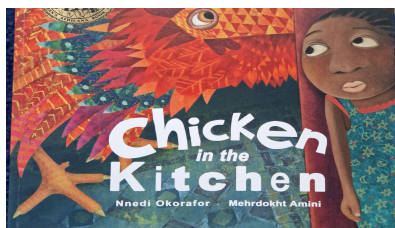


'Read the world'

Global Learning in Early Years

The children in both Nursery and Reception listen to a wide number of multicultural books throughout the year. This term we have been focusing on books that link to our topics. Throughout Autumn 1 we looked at books about differences and families.



The children in Reception really enjoyed this story and a couple of the children talked about how they have celebrated a 'yam festival' with their families.

They also enjoyed listening to the story 'Mirror' and related the story to some experiences at home.

'My daddy prays when he gets up in the morning, my mummy prays as well.'

'My mummy and daddy pray every day and I pray with them too.'

'I have a microwave and a kettle in my house.'

'I have fruit.'

I have cereal and a microwave.'

'I live in a house like they live.'

'I have cars on my road.'

'My daddy has a car and I have been on a train.'

'My daddy has a bike not a car.'

'The shop is different.'

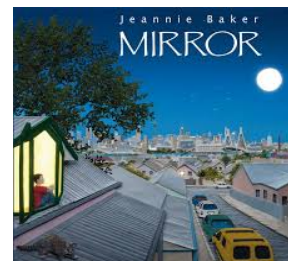
That's quiet and that's busy.' (travelling home)

'Their clothes are different.'

'They have to feed the animals.'

'They are not using plates.'

'They have a chair for sitting.'



The children in **Year 1** have shared these books in the Autumn term and they now have them in their book corner.



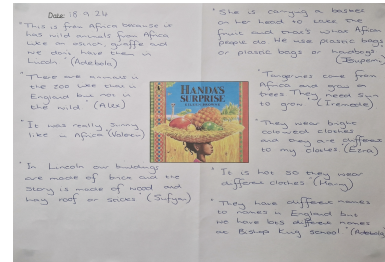
Year 2 have been looking at the book *Handa's Surprise* which is a core text for this year group.

Jesupemi - 'She is carrying a basket on her head to take the fruit, that's what they do in Africa. We use carrier bags, maybe they don't have them'.

Ezra - 'They wear different brighter clothes than us'.

Harry - 'It's so hot that's why they wear different clothes'.

Sufyou- 'In Lincoln our buildings are made of bricks but here they are wood and with stick or hay roof.'



It was great to see some Multicultural books out on display in **Year 3** during Autumn 1. This is something we will look at achieving in all other classrooms.

The children in **KS2** discussed the picture news 'big question' - '**How important is it to know about the author behind the book?**'



Pupils were not bothered if the author was black or white, just that they write good stories.

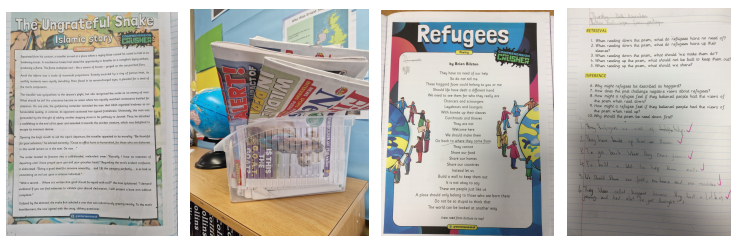
- 'The message and the story are more important.' (Isa)
- 'Learning about the author is important because then we can relate to them.' Adriel.
- 'The words are more important.' Max.

'the message and story are more important than who wrote it' (year 3)

'learning about the author is important because we can relate to them' (year 3)

'the words are more important' (Year 3)

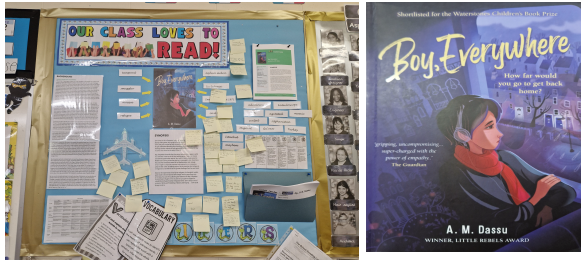
The children in Year 4 talked about their favourite books and said that 'if we like the story we like the author'.



Year 5 read a Islamic story 'The Ungrateful Snake' as one of their comprehension text during Autumn 1. In Autumn 2 they used a poem about Refugees by Brian Bilston, to develop their

comprehension skills of retrieval and inference.

Year 5 and 6 have **First News** out in class continually. The children love independently reading these as well as discussing them with a partner when they have completed their current work.



Children in **Year 6** read the book '**Boy everywhere**' by A M Dassu. This empathetic story is about a boy from Damascus who suddenly becomes a **refugee**. It focused on many issues of humanity and the importance of respecting those who are seeking sanctuary, whilst tackling some stereotyping about refugees.

Some of our wonderful bilingual staff have recorded themselves reading familiar stories to the children in different languages. These will go on our website and G-drive for staff and families to access. This is a fantastic resource for our new to English children and will help give our English children a sense of empathy towards those friends who arrive at BK from other countries with limited understanding of English.



Miss Lena read 'The Mermaid's Statue' in Polish.
Miss Koval read 'The little Red Hen' in Latvian.