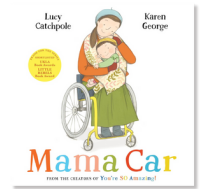


# Mama Car and the EYFS curriculum in England



## Learning objective:

To understand families may look and do things differently but we have many similarities too, using a picture book.

## Using Mama Car with Development Matters

(the non-statutory curriculum guidance for the early years foundation stage)

### Section 9 of Development Matters: 'Understanding the world'

**'involves guiding children to make sense of the world and their community'**

An important part of this is learning about the diverse communities we live in by listening to diverse stories. Mama Car provides a valuable opportunity to offer authentic, casual, first person, disabled representation.

**'Continue developing positive attitudes about the differences between people.'**

*'Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion.'*

*Suggestion: talk positively about different appearances, skin colours and hair types.'*

Mama Car can help develop positive attitudes about the differences between people by acting as both as a 'window' and a 'mirror', normalising disability for children who haven't encountered it and allowing those with their own close relationship to disability to feel seen and represented.

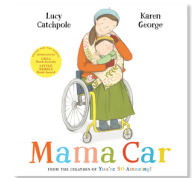
The mother in the story is, first and foremost, just 'Mummy' and the story demonstrates the unique needs, likes, dislikes and roles of all the characters in the story through which the reader can draw parallels to their own life.

Our guided reading prompts and suggested tasks focus simply on helping children see the lives of disabled people and their families as normal.

**Continued on next page...**

Learning resources by Katie Allison Renker  
with Lucy and James Catchpole





#### **‘Talk about members of their immediate family and community’**

*‘During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.’*

In Mama Car we meet a mother who uses a wheelchair and a father who has one leg. This representation validates the experience of children who live in families with disabilities, and normalises such families for those who do not, while providing the opportunity to discuss different family scenarios.

#### **‘Name and describe people who are familiar to them.’**

*‘Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.’*

Many children will have encountered people with disabilities in the real world, whether in passing at a supermarket, serving in a shop or getting out of a car in a carpark. It’s important children are given an opportunity to talk about these encounters and expand their concept of what a disabled person looks like and what contexts and roles they might be found in.

Teachers can continue to actively provide representation of people with different disabilities in a variety of different contexts and roles, to ensure children do not form narrow preconceptions of who and what a disabled person might be.

