



Understanding the World

Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> ● Talk about what they see. ● Use senses in hands on exploration. ● Explore collections of items (natural, man-made) ● Begin to make sense of their own 'story' – their family and history. ● Notices differences between people ● Notices signs of Autumn and Winter and how this is different to Summer. ● Christmas in different cultures/communities. ● Takes part in festivals (Christmas) and what this means for Christians. 	<ul style="list-style-type: none"> ● Support acceptance and celebrate differences (positive images of people who are disabled, books on diversity). ● Interesting natural environments for children to explore freely outdoors. ● Provide collections of objects (bark, leaves, seeds, rocks, shells, pebbles). ● Provide magnifying glasses or magnifying app on iPad. ● Encourage talk about what the children can see. ● I wonder if.....? Ask lots of questions! ● Spend time talking with the children about family photos and memories.
Spring Term	<ul style="list-style-type: none"> ● Show interests in different occupations (within their families and their friends). ● Notice and talks about the changes in the seasons/weather (changes in state). ● Begins to explore simple forces ● Recognises differences between themselves and others and is sensitive and respectful to these. ● Knows that animals belong to different groups ● Understands that humans and animals grow and change 	<p>As above and...</p> <ul style="list-style-type: none"> ● Invite people in with different occupations or have 'zooms' ● Provide props in role play to link to different occupations (pop up role play boxes). ● Notice and ask questions about the changing seasons – read stories and talk about changes. ● Small world play, farm animals, jungle animals, adult and baby animals. ● Follow the interests of the children, giving value to their ideas.
Summer Term	<ul style="list-style-type: none"> ● Talks about differences between materials and changes they notice. ● Knows that the world is made up of lots of places/countries. ● Continues to make observations of plants and animals. ● Grows plants and understands what they need to be healthy. ● Oral health and why it is important. ● Explore simple forces. ● Recognises their own past (from start of nursery to the end). 	<p>As above and...</p> <ul style="list-style-type: none"> ● Plant seeds and bulbs to show growth and decay. ● Have chick eggs or caterpillars to explore life cycles. ● Healthy smiles! 'Give us a Smile Cinderella' story to share ideas. ● In the water, explore what happens when you push a boat down (forces) ● Explore forces in elastic, twigs, metal spoon. ● Follow the interests of the children, giving value to their ideas.

		<ul style="list-style-type: none">● Watch ice cubes melt, combine ingredients for cooking (changes in state).● Books on diversity, differences between themselves and their friends.● Celebrate and value different cultures and religions.● Holiday photos from different places in the UK and abroad.
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Reception

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> ● Recognise that they belong to different communities and social groups. ● Talks about members of their immediate family and community. ● Names and describes people who are familiar to them. ● Understands that some places are special to members of their community. ● Comment on images of familiar places in the past. ● Christmas in different cultures/communities and compare to UK. ● The explore the natural world around them. 	<p>As above and...</p> <ul style="list-style-type: none"> ● Make time to talk to the children about their families. ● Share information about own family (children, grandparents, great grandparents). ● Show that there are lots of different families (learning wall). ● Get to know the child and their family really well and bring elements of home lives and cultures into the classroom. ● Talk about those in the community they will know and have come across (police, fire service, teachers, doctors, nurses, farmers, vets). ● Their own past – themselves as babies, toddlers. ● Follow the interests of the children, giving value to their ideas. ● The Christmas Story and it's place in history ● Remembrance Day ● Provide children with frequent times to explore indoors and outdoors. ● Time for the children to touch, smell and hear the natural world around them. ● Draw and observe animals and plants. ● Use magnifying glasses in provision indoors and outdoors.
Spring Term	<ul style="list-style-type: none"> ● Comments on images of familiar situations in the past. ● Compares and contrasts characters from stories and nursery rhymes, including figures from the past. ● Draw information from a simple map. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them and changes. 	<p>As above and...</p> <ul style="list-style-type: none"> ● Visits to local places with historical artefacts. ● Homes, schools, transport in the past. ● Stories of historical times ● Follow the interests of the children, giving value to their ideas. ● Observe and interact with natural processes (ice melting, a sound causing a vibration, light travelling through transparent material, shadows, magnets, floating and sinking). ● Cooking, baking, making playdough (changes in state).

Summer Term	<ul style="list-style-type: none">● Describe what they see, hear and feel outside.● Draws information from a simple map.● Recognise that some environments are different to the one in which they live (climate, town/country/coastal)● Understand that some places are special to members of the community.● Understand the effect of the changing seasons on the natural world around them	<p>As above and...</p> <ul style="list-style-type: none">● Draw attention to immediate environment – walk in the local area and map of their route.● Aerial view of local setting.● Maps for imaginary stories.● Name and explain local places of worship and their importance to faith believers.● Look at contrasting settings from around the world linking to the children’s own experiences (eg, Seighford and the Bahamas!)● Focused observation of the natural world.● Name and describe some plants and animals.● Note down and notice weather changes and what this means.● Look at how the seasons affect plants and animals.● Follow the interests of the children, giving value to their ideas.
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Statutory ELG: People, Culture and Communities

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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.

Statutory ELG: Past and Present

Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Statutory ELG: The Natural World

Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.