

Understanding the World

Understanding The World is a Specific Area in the Early Years Foundation Stage Curriculum.

We support and encourage our children to become attuned with the world around them.

We have an abundance of outdoor space that is used in a range of ways to support children's learning and development. Children have free flow access to outdoor environments during their time at nursery.

We understand that some of our children have limited experiences of the natural world and so we bring this to life through our learning environment in lots of different ways. We support and encourage our children to become attuned with the world around them.

All children have access to sensory exploration inside and outside, opportunities for planting and growing and access to our fully equipped Forest School. Children are encouraged to explore with all of their senses using magnifying glasses, tools and equipment as they find out more, ask questions and develop their own theories. Practitioners support children in enquiring... all questions are valued and practitioners encourage children to discover answers for themselves.

It is important to us that our children respect and value the natural world and the beauty which it beholds. We model showing how to care and love living things as we take pride in our world and our local community.

Our fully inclusive nursery school ensures that all children have the opportunity to thrive. Within our nursery community we recognise and celebrate diversity. Children recognise similarities and differences in themselves and others. Children are supportive and encouraging of one another. Children are taught to understand that we are all unique and know they are valued for who they are. Practitioners model pride and encourage children to value themselves and others.

Curriculum Progression Sequence

Understanding the World: Past and present		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I smile and show happiness when greeting familiar people	• Key person approach to build positive experiences of dependency before children can become independent • Emotion coaching approach used throughout all routines
1 year olds end point	• I cry when my parents or main care giver leave • I play object permanence games • I anticipate the next part in the routine e.g. knowing lunch time will happen soon. I might often become upset at transition times as I know what is coming and that it needs to happen now	• Objects of reference are used to support all routines throughout the day • Object permanence games are played throughout the session and objects are available in the continuous provision to ensure this can happen frequently and as part of all activities e.g. scarves, boxes, cups
2 year olds end point	• I actively anticipate the next part in the routine, e.g. heading to the door to the meal room and asking for my lunch • I ask when my grown up from home is coming back. I will listen and repeat this when I am sad to try and regulate myself e.g. mummy at work • I can remember where things are and what I did yesterday, e.g. returning to the building blocks and repeating what I did or always wanting the same pink scooter	• Objects of reference continue to be used • The environment is set up to promote familiarity • The environment is reset throughout the session (rather than one tidy up time) so that resources are regularly reset and there when children return • Family photos are shared on Tapestry
Rising threes end point	• I can talk about things I see in family photos from past events • I can remember things I have done previously and return to them if I find them interesting • I talk about things that are happening next normally routine - who is picking me up I'm going to the park.	• Tapestry encourages parents to share the important people in the children's lives and practitioners talk about this with children • Children have a scrapbook from home which is used as a talking point throughout different times
Pre-school end point (school leavers)	• I can talk about the things that are unique about me • I can recognise things I can do now that I couldn't do before • I can talk about my memories from the past, using photo prompts when needed	• Unique families are celebrated and well known through discussion at stay and play sessions • Tapestry encourages parents to share the important people in the children's lives and practitioners talk about this with children • Children have a scrapbook from home which is used as a talking point throughout different times

Understanding the World: People, cultures and communities		
Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I can engage in mirror play and will continue this – an adult will copy what I am doing and I notice this and want more. I can show this by smiling and showing my excitement	• Adults understand and engage in mirror play frequently throughout the day with children in a range of ways • Key person approach always children to feel safe and secure with adults in their environment so they are confident and secure to engage
1 year olds end point	• I recognise key people in my life • I am wary of those I don't know • I make choices over who I want to be with • I wave and smile when I greet people, normally copying others who I am learning social norms from	• Children's own photos are displayed through the environment • Family photos are part of the provision so children can access them • All adults in the room and entering the room greet all children and adults and say goodbye – acknowledgement is essential
2 year olds end point	• I am showing curiosity and interest about people that I am familiar with • I recognise things that are important to me- e.g. Tesco, costa the swimming pool, my mummy's car, the nursery gates etc and delight because I know what is happening next	• Unique families are celebrated and well known through discussion at meet and greet sessions and photographs which are displayed in nursery • Tapestry encourages parents to share the important people in the children's lives and practitioners talk about this with children • Children are supported to know the adults in nursery and their names are used in social greetings,
Rising threes end point	• Using simple sentences I can tell you about the different families of children in my area of the nursery • I am recognising the similarities and differences of children within my nursery area	• The cultures of the current cohort of children are celebrated and used as a key learning opportunity • Books and resources represent children's diverse backgrounds • Puppets and dolls are used to tell stories about di-verse experiences
Pre-school end point (school leavers)	• I can tell you about similarities and differences between the different religious and cultural communities within the area I live • I am able to explain some similarities and differences between life in this country and life in other countries.	• Role play areas have a variety of resources which reflect diversity • Stereotypes are challenged through visitors to the setting, for e.g. visitors with jobs that may be stereotyped or that children find interesting • All families are celebrated and talked about openly to ensure stereotypes are avoided

Understanding the World: The Natural World

Age/ stage	Our sequence/ progression of learning	Our Unique Approach
Under ones end point	• I explore natural resources with my mouth. • I am exposed to changing weather 1-1	• The continuous provision provides a range of natural resources for children to explore in all areas of learning • Children have access to the outdoor area in all weathers and throughout the whole day. Free flow learning is available so children can make choices • Forest area within the garden
1 year olds end point	• I experience a range of changing weather, e.g. rain, wind, sun and adults help me to regulate this • I am confident both inside and out • I explore a range of media	• Free flow access to the garden throughout the day and in all weathers • Provocations are provided throughout the provision to promote exploration of a range of media and materials
2 year olds end point	• I show curiosity about the world around me, through play and exploration. • I use simple words to make comments about the weather/seasons/plants and animals.	• Continuous access to the outdoor provision., both the small garden and the larger garden space • The exploratory tray brings nature to life and is filled with a range of multisensory resources, for e.g. wild garlic or pumpkins and squashes
Rising threes end point	• I use simple sentences to ask questions and make comments about the natural world around me. • I have a keen interest in exploring the seasons, through outdoor play and sensory trays. • I use a range of media to make marks that represent main details of animals and plants.	• Forest Fun/Forest School exposes children to a range of new natural world experiences • Adult initiated sensory exploration activities brings nature to life and provides a hands-on, multi-sensory approach • Provocations are provided throughout the provision in all areas to promote exploration of a range of media and materials
Pre-school end point (school leavers)	• Through play, creativity and questioning I explore the natural world around me. • Using my experiences, I can talk about the similarities and differences of the world around me and how it changes throughout the year. • I can talk about the seasons and the main characteristics of the changes • Using new language and information I have learnt from texts and experiences, I can describe my environment in complex sentences.	• The learning environment 'brings' the outside in' to be explored in much more in-depth and intricate ways • Objects for talking points are brought in and shared during group time, for example a birds nest • Children are taught explicitly how to respect and care for the natural world through work on the allotment and looking after nursery fish • A range of adult initiated experiments are provided throughout the year to prompt thinking and encourage exploration • Hatching experiences will be provided for children to observe and learn about – e.g. caterpillars, ducklings • Children access Forest School weekly – see Forest School Curriculum