



Educational Programme for Understanding the World:

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.

Past and Present Early Learning Goal:

- 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.

People, Culture and Communities Early Learning Goal:

- 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.

The Natural World Early Learning Goal:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.



	<ul style="list-style-type: none"> • 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.
<p>Progression towards the ELG:</p>	<p>Characteristics of learning:</p>
<p>On going:</p> <p>Is beginning to make sense of his/her own life-story and his/her family's history</p>	<p>On going focus on:</p> <p>Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Is continuing to develop positive attitudes about the differences between people 	<p>Four guiding principles should shape practice in our setting. These are:</p>



- Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos
- Understands the key features of the life cycle of a plant and an animal
- Is beginning to understand the need to respect and care for the natural environment and all living things
- Explores and talks about different forces he/she can feel
- Talks about the differences between materials and changes he/she notices

By the end of the Spring Term Nursery children should be able to:

- Shows interest in different occupations
- Explores how things work
- Explores collections of materials with similar and/or different properties
- Talks about what he/she sees, using a wide vocabulary
- Plants seeds and cares for growing plants

By the end of the Autumn Term Nursery children should be able to:

Pre-3

- Explores materials with different properties
- Explores and responds to different natural phenomena in his/her setting and on trips
- Makes connections between the features of his/her family and other families
- Notices differences between people
- Uses all his/her senses in hands-on exploration of natural materials

• every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

• children learn to be strong and independent through **positive relationships**

• children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

• importance of **learning and development**. Children develop and learn at different rates.

Playing and Exploring

Guide their own understanding by referring to visual aids or by talking to themselves while playing.

Active Learning

Show goal-directed behaviour.
Begin to correct their mistakes themselves.

Creating and Thinking Critically

Review their progress as they try to achieve a goal. Check how well they are doing.
Solve real problems.
Sort materials

Playing and Exploring

Realise that their actions have an effect on the world, so they keep



repeating them.
Make independent choices.

Active Learning

Begin to predict sequences because they know routines.
Take part in simple pretend play.

Creating and Thinking Critically

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key Vocabulary (for adults):

Map, road, path, street, river, stream, town, village, countryside, celebration... direction, tradition, house, park, post office, shops, land, ocean, sea, globe, atlas, England, countries, Europe, world, jobs/careers (ongoing),