



### **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"> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><b>Progression towards the ELG:</b></p>	<p><b>Characteristics of learning:</b></p>
	<p><b>On going focus on:</b></p> <p><b>Play and Exploring</b>        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><b>Active Learning</b>        Participate in routines.        Keep on trying when things are difficult.</p> <p><b>Creating and Thinking Critically</b>        Know more, so feel confident about coming up with their own ideas.        Make more links between those ideas.</p>
<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul>	<p>Four guiding principles should shape practice in our setting. These are:</p>



- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- 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.
- 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.

• 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.

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

- Is able to compare and contrast characters from stories, including figures from the past
- Understands that some places are special to members of his/her community
- Recognises that people have different beliefs and celebrate special times in different ways

**Playing and Exploring**

Plan and think ahead about how they will explore or play with objects.

**Active Learning**

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

**Creating and Thinking Critically**



- Is able to draw information from a simple map
- Recognises some similarities and differences between life in this country and life in other countries
- Explores the natural world around him/her
- Describes what he/she can see, hear and feel whilst outside
- Recognises some environments that are different to the one in which he/she lives
- Understands the effect of changing seasons on the natural world around him/her

Review their progress as they try to achieve a goal. Check how well they are doing.  
Solve real problems.  
Use pretend play to think beyond the 'here and now' and to understand another perspective.

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

- Comments on images of familiar situations in the past
- Talks about members of his/her immediate family and community
- Names and describes people who are familiar to him/her
- Recognises that people have different beliefs and celebrate special times in different ways
- Is able to draw information from a simple map
- Explores the natural world around him/her
- Describes what he/she can see, hear and feel whilst outside

**Playing and Exploring**

Make independent choices.

**Active Learning**

Begin to predict sequences because they know routines.

**Creating and Thinking Critically**

Sort materials

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



- Understands the effect of changing seasons on the natural world around him/her

**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),