



Understanding the World Policy

RIGHTS RESPECTING SCHOOL

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to their full.

Understanding of the World incorporates People and Communities (Cultures and Beliefs), Exploration and Investigation (Science,) designing and making (Design and Technology) and Information and Communication Technology (See separate policy).

At Selly Oak Nursery school we aim to provide the best opportunities for the children to develop their knowledge and understanding of the world. Although the areas mentioned are very much cross curricular, we aim to allocate time to each individual subject by incorporating them into our planning. Planning for spontaneous play also incorporates experiences in both child initiated and adult directed "focus" activities.

Planning for Knowledge and Understanding of the World involves planning for practical 'hands on' experiences as well as providing opportunities for children to learn from other sources such as books and computer programs.

Staff are able to observe children, make written records, take photographs and keep samples of work as evidence for profiles and to inform future planning. Children are encouraged to ask questions and reflect on their learning.

Time and Place

The curriculum should incorporate:

- Becoming familiar with everyday daily routines
- Opportunities to talk about past/current and future experiences and events
- Familiar vocabulary about events of the past/future e.g. birthdays, festivals, visits, births etc
- Exploring old and new objects supported by photographs, pictures and artefacts
- Understanding timescale morning/afternoon, day/night, yesterday/today/tomorrow, days of the week, months etc
- Sequencing games

- Simple time lines
- Talking about and exploring vocabulary related to age; young, old.
- Birthday celebrations.
- Growing vegetables.
- Cookery activities to observe changes over time.
- Observing and exploring collections of calendars, timers, watches, clocks
- Listening to older people and talking about what their lives were like as children.
- Seasonal walks around the nursery garden to look at the changes throughout the year
- Stories relating to the past
- Changes that occur as we grow, relating to ourselves as babies, toddlers.
- Opportunities to talk about the local environment.
- Visits to familiar facilities in the environment e.g. Post Office, Library, Hairdressers, Supermarket
- Journeys - real or imaginary- talking about where they are going - how they will get there - what they will see - using postcards/pictures e.g. air, park, seaside What type of transport to use etc
- Opportunities to role play people seen in the environment e.g. postman, policeman, shopkeeper etc
- Looking at photographs, aerial views of the nursery
- Learning to recognise different buildings e.g. religious buildings, shops, factories, etc.
- Using and making their own maps (follow footprints or arrows around nursery - directional signs)
- Stories about a wide variety of places and countries.
- Awareness of environmental /green issues (litter, safety, recycling, energy conservation, sustainability)
- Opportunities to design environments e.g. outside gardens
- Games e.g. hunt the thimble - establish position/direction, have maps, globes, atlases available
- Discussions about the weather and seasons
- Visits to contrasting environments
- Room plans of nursery - shape of room/position of windows/doors etc
- Building pathways with construction/small world for play people to get from one place to another
- Internet access using appropriate ICT programs
- Knowledge of children's lives in other parts of the country and the world through the Comenius Project and our Friends across the City.
- Cutting up old map books
- Using large puppets - bag of picnic items, where shall we go for a picnic?
- Making models of houses and buildings

Communities

As part of the Area of Learning for Knowledge and Understanding of the World children are required "to begin to know about their own cultures and beliefs and those of other people." Before they reach this goal, they should be able to:

- Express feelings about a significant personal event.
- Describe significant events for family or friends.
- Gain an awareness of the cultures and beliefs of others.

We do this through discussions in small groups when we encourage children to tell each other any "news" and we celebrate special events such as their own and staff birthdays. We also celebrate particular festivals reflecting the different cultures in our city. These include, Eid, Divali, Christmas, Easter, Chinese New Year and the patron saints days of Britain.

We read stories, watch videos/DVD's, cook and taste particular foods and wherever possible ask visitors to come and share their expertise. E.g. we have a Bollywood dancer demonstrating her skills and a parent who paints mendhi patterns.

We encourage children from differing backgrounds to talk about how they celebrate in their own home. We have a variety of costumes and arte facts from different cultures and the children are encouraged to use these in their role play. Our aim is to celebrate diversity with the children, starting from their own positive experiences in our Nursery.

Designing and Making

There are many skills required for designing and making. We ensure that we are giving enough opportunities for the development of these skills.

Designing	Making
Making choices and decisions	Folding
Experiences	Cutting/tearing
Knowledge of materials	Pleating
Designing	Joining/gluing
Imagination	Scoring
Planning	Decorating
Design for a purpose	Scrunching
Concentration	Drawing
Confidence	Painting
Perseverance	Modelling
Evaluation	Evaluation

Examples of how to approach Early Learning Goals for Designing and Making.

The Early Learning Goal requires children to-

"Select the tools and techniques they need to shape, assemble and join the materials they are using."

We look at the experiences the children need to work towards this goal;

- Experiences to explore, choose and reject materials and objects
- To be taught how to use scissors, glue, tape, string, hole punches, staplers etc
- To be allowed to choose materials and equipment within the bounds of safety

(We must bear in mind Health and Safety issues regarding tools, whether they have free access or with close supervision of an adult/small group)

- Investigate in an open - ended way as well as through adult-directed activities
- To observe, discuss, question, predict, reason, reflect and make modifications
- To follow a ready made plan
- To design their own plan

Early Learning Goal states

"Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary."

Children need: -

- to rip, shred and cut as part of making pictures, collages and models
- opportunities to join things e.g. jigsaws, construction toys, found materials etc
- to learn how to fold so that they can use this skill to make things for themselves
- to learn to choose and plan their own activities
- to communicate
- opportunities to explore, choose and reject both materials and objects
- opportunities to explore how natural and man made objects can be used creatively
- to be given time
- opportunities to work in groups and individually to produce something
- to observe, discuss, question, reason, reflect and make modifications

We need to model skills - they need to see an adult building with construction modelling etc and being creative.

Exploration and Investigation

Adult Initiated Activities for Supporting Scientific Development include:

- Any cooking activities provide opportunities for children to explore scientific principles like hot and cold, undercooked and overcooked, as well as textures.
- Farm milk goes through different stages to make ice cream, butter and cheese
- Additions to water - food colouring, washing up liquid.

- Observing how materials change i.e. when water is added to icing sugar, when water is frozen or melted (fill balloon/disposable glove with water) put items in the middle to freeze e.g. sequins, play people etc.
- Work to do with the senses: e.g. feely bags, smell pots, tasting games.
- Listening walks, observation walks. Children need to experience and ask questions about natural cycles in order to understand about time and change. (Forest School Activities)

Exploring a range of natural and manmade materials.

- Any activity to do with growth e.g. planting seeds, bulbs, vegetables.
- Use of science boxes
- Mixing their own paints
- Making their own play dough
- Exploring natural substances e.g. fruit, vegetables, etc.
- Weather charts/clothes for different weather conditions
- Activities based around the water tray e.g. floating and sinking, waterproof materials, absorbent materials
- Activities based around the sand tray e.g. sieving peas, gravel, lentils out of the sand, using plastic piping (some cut in half) to create tunnels
- Planting and maintaining school garden
- Observing small creatures e.g. mini beast hunt, observing first hand the development of frogs and butterflies
- Collecting natural materials - observing and classifying them, give a list of things to find outside
- Making rubbings of things around the school
- Painting and drawing on the concrete outside with water and empty washing up liquid bottles filled with water
- Setting up 'texture tables' for the children to explore
- Building ramps for cars and wheeled toys to find out what makes things move faster or slower
- Marble rolling on different surfaces
- Activities using magnets
- Exploring our science light table
- Adding plastic piping and pieces of board to the sand play to enable children to construct bridges etc.
- Exploring collections of things e.g. locks, keys, shells, buttons, marbles etc
- Drawing around a puddle with chalk and then go and check it when it has dried out
- Jelly in sand/water tray
- Dry/wet porridge in sand/water tray
- Freezing arctic animals in ice and putting them in the water tray
- Spaghetti in water tray
- Observing items with/without magnifiers and lenses

Agreed by Selly Oak Nursery School Governing Body on

Signed

Review date