

**EXPLORING UNDERSTANDING THE WORLD DEVELOPMENT IN**

How do we provide a foundation of Understanding the world skills and knowledge in the Nursery?

The Early Learning Goals (Understanding the World Development)	Specific learning to Leintwardine Endowed CE School	How might this look like in our Early Years provision?
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<p><b>Understanding the World Development by the time children are 3 year old</b></p> <ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>- Family book available in setting for children to have open ended access to, supporting emotions and conversations</li> <li>- Working wall display available to show children progress over topics, promoting discussions of familiar past situations</li> <li>- Visitors from the community, or visits to the community to understand peoples roles, shops, library, fire station</li> <li>- Celebrations of events and birthdays in setting, showing the importance of other peoples religions or faiths</li> <li>- Discussions and exploration of different locations, closely related to topics</li> <li>- Level 1 phonics, supporting environmental sound understanding when inside and outside</li> <li>- Walks</li> <li>Exploring the outdoor environment, school garden, field and areas outdoors</li> </ul>
	<p><b>Understanding the World Development by the time children are 4 year old</b></p> <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul>	