

Early Years Foundation Stage Understanding the World

Educational Programme:

Understanding of 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.



The area of learning called 'Understanding the World' has a lot packed into it. It includes the foundations of science, history and geography. It also includes the crucial early learning about diversity children need for life in the 21st century.

Julien Grenier - Putting the Early Years into Practice



First-Hand Experiences and Making Special Memories

Forest Schools, cooking, gardening, mystery reader
(parents sharing books from home), Indian Dance Experience (linked to Diwali),
parent visitors to share home experiences of celebrations
(lived experiences from children in our classes), chick hatching experience
and walks in the local area to look at places of interest
e.g. Local Anglican Church, shop etc.



Forest School

Forest School is a long-term process of frequent and regular sessions run by our trained Level 3 Forest School Practitioner. The Reception Children across the Federation have Forest School Sessions for a term and then this continues through their time at the school, all the way to Year 6. They also get to apply and practise the skills they are learning in their session to their time in OPAL Playtimes.



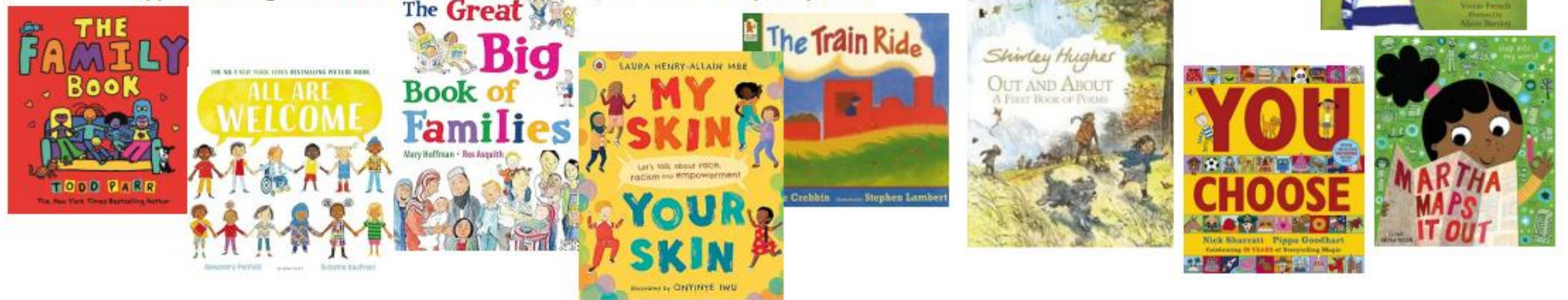
Fawcett Primary School - Fawcett Primary has a little oasis of woodland within the school's environment, which was planted by the then Year 6 children in 1992.

Trumpington Meadows Primary School - has beautiful grounds on and around the school site, including two ponds, meadows, an allotment and the beautiful woodland alongside Bryon's pool

- We aim to promote the holistic development of those involved; fostering resilience, confidence, independence and creative learners.
- We will offer learners the opportunity to take supported risks appropriate to the environment and themselves
- We will use a range of learner centred processes to create a community for development and learning

Carefully Selected Books

Staff at the Federation have carefully selected books that represent the diverse community of Trumpington and Cambridge, books that promote a love of and respect for nature and books that expand children's knowledge of the World. We aim to select books that promote diversity and challenge stereotypes. These books are available to children to share as part of their class journey through a theme or to share with a friend in a quiet, cosy space. Books are always displayed around the environment to support learning and include a wide range of fiction, non-fiction and poetry books.



Transition Books and 'All About Me' Sheets

These are an important part of our settling-in process but also a key way of finding out about our children so we can meet their needs and celebrate their individuality. These booklets contain photos and information about a child's family and home, what is important to them and what they like/don't like. These very special books then become part of the provision so children can share their life with the class community.

Progression Grid

Nursery Autumn			Reception Autumn	Reception Spring	Reception Summer
Past and Present					
Provision and Opportunities Gather photographs of family members, summer books etc. Talking about their own recent past experiences/ memories and other people's. Share Tapestry photos of children's home experiences and special events Look at baby pictures and pictures now - What can I do now? What was I like then? How have I changed? Talk about historical artefacts and pictures linked to children's interests e.g. cars, dinosaurs. Talking about now, today, yesterday, before Talking about daily routines - what happens first, next, after			Using summer books, All About Me page completed for starting school and family photographs. Listen to what children say about their family. Using a range of books about different families. Talk about jobs people have in the community- doctors, teachers, nurses, dentists, police, fire fighters, delivery drivers, shop assistants. Invite a member of the community or a parent in to talk about their job. When reading stories and traditional tales discuss words/actions/events that happened in the	As part of transport and vehicles Invite: Fire Fighters and their Fire Engine Police and their Police Car. Paramedic and Ambulance Mystery Speaker- parent to talk about their job. Compare historical vehicles to now Discussing stories - past and present through different faiths and cultures	Discuss what children can do at the end of Reception in comparison to what they could do in September What can you do now that you couldn't do at the beginning of the year? Visit the local area and compare to pictures of Trumpington in the past e.g. school and buildings, local area, clothing etc. Use the school wall timeline to talk about things that happened a long time ago or more recently.

	past but not now. For example the language and actions used in the Little Red Hen.		
Reception ELG <u>Past and Present</u> Children at the expected level of development will: 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			
Celebrate children's identity through sharing transition books and Tapestry photos. What do you enjoy? Who is in your family? What is important to you? Enjoy talking about and looking at pictures of other people's families. Share books that represent varied family units, traditions and cultures. Role play home corner - children explore their own traditions and cultures through home corner play Discuss and celebrate festivals throughout the year depending on pupils in class - Chinese New Year, Diwali, Bonfire Night, Eid etc. Find out how families in nursery celebrate. Share books about celebrations from across the world. Talk about different climates and how it impacts on what they wear and their environment. Are they ready for the weather? What do they need?	Discuss and celebrate the different family celebrations of children in class (Diwali, Eid, Hanukkah, Christmas, Christenings, weddings, Birthdays). Visitors - parents that celebrate particular festivals/ share books in home language/ sing songs	Look at Atlases, Globes and Google Maps to identify different countries. Look at how the schools, houses and languages may be different/similar. Build on what children already know about the world from their own experiences.	Look at areas around school e.g. Trumpington Meadows or Alpha Terrace. Talk about where children live- In England, Cambridge, Trumpington. What number is their house and street name/road. Go on walks around the area e.g. visit local shop

Follow own interests in maps - treasure maps, globes, atlases. Look at where we are from, where we have visited, have family. Make maps of the nursery garden.



Indian dance teacher -
Diwali Dancing

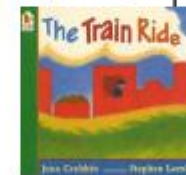
Local vicar to visit -
share how Christians
celebrate Christmas and
why. Share photos of
the church and how it
looks.

Celebrate children's
home language, the
country their parents
are from e.g. answer
register in languages
spoken in class/
counting etc. Share
photos of families and
home life.

Provide maps and flags
of those countries -
particularly focus on
relevant countries for
class

Talk about Chinese New
Year celebration - food
tasting, decorate
classroom. Explain why
it is celebrated. (Plan in
around date.)

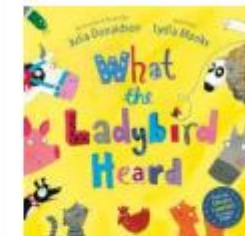
Train Ride - think about
journeys and different
environments you might
encounter



Look at maps of
Trumpington, make own
maps of journey to
school



The Ladybird Heard -
map of farm and a
journey



Reception ELG

People, Culture and Communities

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

Develop a sense of place by exploring the school grounds looking. What can see, smell, touch and hear. Go on listening walks. Visit the playground, woods, field etc and observe how they are different.

Explore the natural world using all the senses. What can you hear, see, notice?

Making collections and looking at different types of leaves and stones etc. Create pictures and patterns with natural resources. Discuss texture, pattern, surfaces.

Observational drawings and paintings of plants and animals.

Talk about seasons and the changes they notice.

Observe the process of freezing and melting.

Frog lifecycle observations and drawings.

Focus on plant growth from seed to plant. Follow instructions for planting and learn how to look after a seedling. Observe the changes.

Explore the 5 senses

Create with natural resources

FOREST SCHOOL
Explore the natural world - explore the woodland

Forest School rules

Describe what they see, hear and feel whilst outside -Autumn colours / objects
- Explore the different areas of the woodland - trees, plants, flowers, mud

Explore water - Ice, melting, freezing.

Share books about frozen, cold environments. Look at people and animals that live there. How do they adapt? What is it like? (Going on a journey to another country - On the Move)

Observational drawings and painting of flowers/plants. Talk about seasons. What are they? How are they different and how our environment looks

Chick Hatching Experience

Plants - growing beans in bags on window. Study their parts and develop plant vocabulary - roots, stem, leaves, grow, alive.

Observational drawings of minibeasts.

Make a bug hotel, bird feeder or wormery.

Discuss staying safe in the sun.

Cooking together - exploring different foods, following recipe instructions, observing what happens during the mixing and cooking process.



- make tree pictures
- label tree parts
- Autumn transient art

Stories
Leaf man

- Bug hunting, bird watching

Recognise some environments that are different to the one in which they live
- observations / drawings / sit spots - mindfulness

Understanding the effect of changing seasons on the natural world around them.

different at different times of year.

Explore melting, freezing, evaporation.

FOREST SCHOOL

Explore the natural world - explore the woodland

Describe what they see, hear and feel whilst outside -Spring colours / objects.

- Explore the different areas of the woodland - trees, plants, flowers, mud - what happens in the Spring.

Bird watching / bug hunting.

FOREST SCHOOL

Explore the natural world- explore minibeasts and pond life.

Reception ELG

The Natural World

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.