

Curriculum Goal: Understanding The World

We intend to nurture and develop the knowledge and understanding that our children bring to nursery about the physical world and their local community. We want our children to understand their place in the community, with a knowledge and understanding of the world around them. We want our children to build a connection to the world around them with an appreciation for **culture, community, diversity and sustainability**. Our environment will be carefully resourced to represent our richly diverse community and families. We want our children talk about their similarities and differences, to develop **empathy, respect and tolerance**. To be caring to one another. We want our children to form positive and healthy relationships with others showing sensitivity to their needs.

EDUCATIONAL PROGRAMMES

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.

Context

Our children, families, community and team come from all over the world. We are proud of our roots and celebrate our heritage. We want our children to learn with and from one another; celebrating uniqueness, identity and belonging. Our district is financially deprived, but rich in culture, diversity and aspiration. Our cultural capital is celebrated through community, identity, faith and togetherness. At nursery school we enhance this through providing additional opportunities such as Forest School, Stay & Play, Walking Bus to the Library, local visits and end of term trips.

72% of children in our district achieved a GLD in Understanding the World in 2019 EYFSP outcomes.

First milestone:

Settling in....

To settle into nursery, recognising that we have a nursery school family group
 To self-register and learn the names of friends and keyworker
 To be able to sign **hello** and **group time**
 Begin to make connections between home and nursery through role play, real objects and experiences e.g. Eid, Xmas, Diwali
 To recognise that we all belong to our nursery school family
 To recognise and celebrate family group photographs, which can be accessed/visited to promote wellbeing and security

What does this look like?

Children will feel settled into their nursery school Family Group, aware that we have a family at home and a family at nursery, both of which we belong to

Second Milestone:

Children will confidently explore the indoor and outdoor learning environment.
 Our calendar of celebrations and festivals will enable all children to learn more about the world around them; how we are different and how we are alike. Each half term families will visit nursery school, learning with and alongside children. The seasonal calendar will provide learning opportunities to engage in arts, crafts, planting, growing and celebrating.

What does this look like?

Children will make connections between the features of their family and other families.
 They will begin to make sense of their own life-story and family's history.
 In pretend play, children will imitate everyday actions and events from own family and cultural background.
 Children will recognise and describe significant events for family or

	<p>friends.</p> <p>Children will continue to explore how things work, talking about what they see, both indoors and outdoors.</p> <p>Children will assume leadership roles for their environment, the garden, sustainability etc; Leader, Eco-Warrior, Rights Champion.</p>
Third Milestone:	<p>The children will have an understanding of life beyond home and nursery. They will be able to talk about their experiences, e.g. visiting family, church, or mosque. Through accessing Forest Schools and learning outdoors, children will appreciate their right to the natural world and their duty to sustain the natural world. Reducing, re-using and recycling will be the norm; as will an understanding to care for the environment.</p>
What does this look like? Measure...	<p>Children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Children will proudly talk about their uniqueness, what makes them special. Children will have an understanding of their locality and feel part of the community in which they live.</p>
<p>Final Milestone:</p> <p>Children will talk with confidence and pride about themselves and their families</p> <p>Children will talk about/learn about and celebrate special events with their friends, some of which they may not celebrate at home.</p> <p>Children will understand and continue to develop a positive attitude towards difference.</p> <p>Children will have an understanding of their unique identity, heritage, and what makes them special.</p> <p>Children will be familiar with their local community. They will be aware of special, important and familiar buildings such as the park, library and local shops.</p> <p>Children will take responsibility for their local environment, indoors and outdoors; re-using, recycling and reducing waste.</p> <p>Children will understand they have rights, which also come with responsibilities</p> <p>Through leadership roles, children will take care for the environment and continue to promote, protect and realise their rights.</p>	