



The

**Early Years**

Team

# UNDERSTANDING THE WORLD

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Nottingham  
City Council

# Educational Programmes

2017

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

2021

## 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

# Early Learning Goals

**2017**



People and Communities

The World

Technology

**2021**

Past and Present

People culture and  
communities

The natural world



# Early learning Goals

## Past and present

Talk about the lives of 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

Understanding the past through settings, characters and events encountered in books read in class by storytelling

**Every child can make progress if given the right support**

# People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities between religious and cultural communities in this country, drawing on their own 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.

**Every child can make progress if given the right support**

# 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 experiences on 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 can make progress if given the right support**

# Role of the Adults 0-3

Encourage babies exploration of the world around them and play games and give them interesting things to handle and play with such as keys, rattles lots of different textures and treasure baskets to explore with hands feet and whole bodies.



Encourage toddlers to enjoy the natural world to feed their growing sense of curiosity, appreciation and respect for living things. Encourage them to bring natural things into the setting

Talk about similarities and differences in people so they can make connections between features of their own families and support their acceptance of difference using books and other play materials to reflect diversity.

# Role of the Adult 3-4

Provide interesting natural environments for children to explore freely

Provide equipment to support these investigations

Spend time with children talking about family photos and memories, Invite different people in who have different occupations.

Plant seeds and explain life cycles to them.

Explore and talk about different forces they can feel plan and introduce new vocabulary and encourage them to use it.

Continue to develop positive attitudes about difference between people and communities.

Celebrate cultural, religious and community events and experiences.

Use a diverse range of books, dolls and puppets.

# Role of the Adult children in Reception

Talk about members of their own family and community.

Encourage children to describe people, objects, stories and accounts from the past.

Share texts and images fiction and non fictional characters using common themes such as bravery, kindness and difficult choices and in addition to story telling use role play and other story telling methods.



Use simple maps to draw attention to the local roads villages and towns. Offer opportunities to draw their immediate environment.

Explore the natural world in this country and others encouraging children to describe what they see and draw from their own experiences of changing seasons, weather and animals.

# Development Matters Checkpoints

These are included in the **prime areas of learning** to support practitioners with additional things to look out for to ensure children's progress



There are no checkpoints in the **specific areas of learning**

# Reflecting on your practice

What opportunities you provide for children to develop their understanding through activities on offer for example voting stations for snack time or planting seeds and observing what changes occur



How you include and embed British values into your practice?

How you support children to understand the community that they live in and the world around them?

# Reflecting on your practice

What things you need to look out for to prevent children falling behind in their development?

What support you offer to parents/carers?

How you work in partnership with other agencies?

How you promote inclusivity and ensure that all children make progress?

What do you have in place to support children with SEND or EAL.

# Useful links

[www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/about-the-eyfs/useful-websites](http://www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/about-the-eyfs/useful-websites)

[www.family.co/blog/inspiration/eyfs-focus-9-activities-to-help-kids-in-understanding-the-world/](http://www.family.co/blog/inspiration/eyfs-focus-9-activities-to-help-kids-in-understanding-the-world/)

[www.earlyyearsmatters.co.uk/](http://www.earlyyearsmatters.co.uk/) 

[www.bbc.co.uk/cbeebies/grownups/understanding-the-world](http://www.bbc.co.uk/cbeebies/grownups/understanding-the-world)

[www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/](http://www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/)

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