



Understanding the World Nursery

<u>Development Matters Statements</u>	The Nursery children can....
Use all their senses in hands-on exploration of natural materials. (EAD salt dough – Andy Goldsworthy) SCARF – Marvellous Me and Looking After Myself	• begin to explore the outdoor learning environment, enjoying hands-on activities, such as gardening, climbing the hill and wooden climbing frame, playing in the water area and sand pit. • adults to model investigating materials (I wonder if..) and the children begin to use the skills taught. e.g., during more focused Forest school activities and with the indoor or outdoor learning environments. • begin to use their senses when exploring the learning environment to collect natural materials and use resources, such as magnifying glasses, to help them investigate the natural materials further. • talk about what they can see, hear, touch and smell when in the indoor learning environment and when outside, beginning to say what is similar about the natural materials and different (shells, stones, seeds etc) • talk about natural materials, using vocabulary to explain how they feel, smell, look, taste when in the indoor and outdoor environments

	• Independently talk about natural materials, using vocabulary to explain how they feel, smell, look, taste when in the indoor and outdoor environments and begin to group them accordingly. • Independently explore and investigate natural materials through play and begin to use the natural objects to create transient art and impressions.
Explore collections of materials with similar and/or different properties	• Engage in collecting natural objects for specific Forest School activities, such as building a nest, collecting resources for transient art etc • Sort different natural objects using the classroom labels eg all the shells in this box when tidying up continuous provision. • Make collections of natural objects for transient art based on instructions eg find all the sticks, stones etc • Food • Look closely and talk about at the differences between objects that are the same eg – this stone is big, this stone is small. • Observe and talk about what happens to different natural objects in the water tray eg floating and sinking, sponges soaking up water or what can they see in a science tray of natural objects with magnifiers?
Talk about what they see, using a wide vocabulary.	• Talk about what they find, observe and their ideas using known and new vocabulary introduced and modelled by the adults in Nursery.

Begin to make sense of their own life-story and family's history. (Scarf 'People Who Are Special to Me' - The Family Book – Todd Parr) And People Who Help Me and Keep Me Safe When I was a Baby	• begin to look at and make simple comments and talk about photos of themselves and their immediate family members, special people. • begin to share ideas as why their school photo and baby photos are different. • with support, talk about what is the same and what is different between themselves and others. • with support, show family photo (holiday, party or special event) and tell their peers all about it. • create and name their own work, understanding it belongs to them (EVOLVE – Copyright and Ownership) • independently talk about who is the oldest and youngest in their family. • listen to and begin to ask simple questions to a friend, or when in a small group, about their family. • Independently share familiar and special family events with the rest of the class during circle time/class discussion or spontaneously in their play.
Show interest in different occupations.	• Begin to engage in stories and simple discussions about people who are familiar to them. For example, Mum, Dad, teacher, head teacher, school vicar, lollipop person, school office staff and dinner supervisors. • children ask/invite these familiar people into their setting and listen to simple tales/stories of their 'jobs'.

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| | <ul style="list-style-type: none">• use ICT to communicate with these people to ask questions and await responses• engage in stories and simple discussions about people who are from their local community.• invite people from the local community into the setting, listening to simple tales/stories of their 'jobs' and with support, ask simple questions.• begin to use the role play area or puppets to act out different occupations based on visitors they have invited into the setting, topics and stories e.g., Chef, firefighter, doctor• begin to role-play different occupations outside when playing with peers e.g., build a fire engine using the large construction and re-in act putting out a fire with hoses.• begin to use the new and familiar vocabulary learnt from the visitors in their play and when discussing different occupations with then adults.• engage in stories and simple discussions about people who are from the wider community.• use the characters from the small world to build places that sport then to tell stories and re- in act different occupations e.g., farmers, fire fighters etc.• Independently to use new and familiar vocabulary related to different occupations in their play and when discussing them with adults. |
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Explore how
things work.

- use cameras and camera filters to take portraits and self portraits to develop understanding of self-image and identity and feelings (EVOLVE)
- use cameras outside to take photos of transient art they have created
- Investigate a selection of moveable toys, mechanical and battery operated e.g. wind-up toys, remote control cars, cameras etc. in their play and explore the senses we use when interacting with them
- begin to use pulleys to move things for a purpose.
- begin to have better control over the remote-control cars and beebots
- begin to build with mechanical construction resources
- Use the 'telephones' in the role-play to make calls for different purposes eg call the doctor, make a reservation in the café
- Know that technology allows communication between teachers and parents through awareness of the Seesaw App
- use pulleys to move things for a purpose.
- have better control over the remote-control cars and beebots and begin to use them for a purpose.
- Begin to build with mechanical construction resources with a purpose in mind

Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Could we get some chickens next year? SCARF – Looking After My Environment	• Use the whiteboard to create digital art • begin to use their senses to explore the changes Autumn brings to plants e.g., leaves changing colour, falling off the trees and decaying over time • With support, begin to talk about the changes they can see in Autumn. (NB Next year take photos of outdoor area in Autumn to refer back to next term). • begin to use their senses to explore the changes Winter/Spring brings to plants e.g., no leaves on the trees and decaying over time • with support, begin to talk about the changes they can see in Winter/Spring • Understand some key features of what being healthy means for humans, including exercise and play (that too much screen time on ipads and TV is not healthy) • through stories and other media resources, begin to understand and talk about simple life cycles of animals such as chicks and butterflies. • Introduce and model vocabulary related to life cycles such as ‘blossom’ and ‘hatch’ and beginning to learn the names of baby animals such as chicks, lambs and calves as part of a topic about Spring. • begin to observe how natural materials decay over time and use simple vocabulary to describe those changes (bread, cheese, wormery, plastic bottle compost) • (NB Next year take photos of outdoor area in Spring to refer back to next term).
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Growing and Changing in Nature Friends and Family (Leaf Hunt) What Does My Body Need? What is safe to go into my Body?	• through stories and other media resources, begin to understand simple life cycles of animals such as chicks and butterflies and complete a simple life cycle. • Independently use vocabulary related to life cycles such as 'blossom' and 'hatch' and beginning to learn the names of baby animals such as chicks, lambs and calves as part of a topic about Spring. • begin to use their senses to explore the changes Summer brings to plants new growth, flowering etc and talk about the changes they can see in Summer. • take care of the flowers, plants and vegetables they have planted and talk about how they look after them and what they need to grow.
Explore and talk about different forces they can feel.	• begin to talk about what happens when they feel different forces in their play e.g. pushing a boat down in the water tray in the classroom or water area outside, pushing a tricycle around outside with different numbers of children on it, bending a twig so it snaps, squeezing playdoh with their hands in the dough area.
Talk about the differences between materials and changes they notice.	• begin to notice and talk about what different materials looks like before and after they have been heated, cooled or put in a different environment, such as water or temperature. • begin to notice and talk about how different materials behave in different environment or situations, for example light, shadows, sink and float.

(cooking, waterplay, science exploration).	• Independently notice and use vocabulary to explain how different materials looks like before and after they have been heated, cooled or put in a different environment, such as water or temperature. • independently notice and use vocabulary to explain how different materials behave in different environment or situations, for example light, shadows, sink and float.
Continue developing positive attitudes about the differences between people. Jack- R.E Visit to church SCARF – Marvellous Me (Anthony Browne – Things I like) and Elmer – David McKee	• begin to play with a variety of characters and begin to notice the differences. For example, in the small world, puppets in the book area or baby dolls in the role-play that reflect a diverse community. • say what is the similar about them and their friends. For example, we all have eyes, ears a heart etc). Different likes and dislikes (Scarf) • engage in stories books from a variety of cultures and begin to say if it is different from their own lived experience. • begin to understand what a celebration is and join in with the festivities through listening to music, tasting food or hearing religious stories and visits from parents. • Describe ways that some people can be unkind and how this can make us feel (pre-cursor to online bullying) • play with a variety of characters and begin to make up stories about them. For example, in the small world, puppets in the book area or baby dolls in the role-play that reflect a diverse community, including that of disability. • engage in stories books from a variety of cultures and to say if it is different from their own community, culture of life.

Girls, Boys and Families Friends and Family	• to understand what a celebration is and join in with the festivities through listening to music, tasting food or hearing religious stories and visits from parents and begin to say why it is different from their own. • positively talk about the similarities and differences between people, families, places where they live and communities when in discussions
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• begin to engage in a variety of media to find out and talk about the lives of children in our Nursery I.e., what children enjoy eating at home, how they dress, songs they sing etc • model asking simple questions about what the children enjoy doing at home, with their families and places they like to visit (religious places of worship, holidays, out of school activities etc) • engage in a variety of media to find out and talk about and with support, begin to talk about their lives and notice what is similar/different about them in comparison to their friends- what do they like to play, what do they wear, eat etc • With support, children ask simple questions about what their friends enjoy doing at home, with their families and places they like to visit (religious places of worship, holidays, out of school activities etc) • talk about and discuss what they enjoy about home, where they like to visit, eat or holiday, making simple comments about similarities and differences.

	• begin to make simple comparisons, using media, visitors or the children experience of other children's lives in other countries or country (food, dress, games played etc).
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