**The Sue Hedley Nursery School**

**Curriculum Sequence**

**Understanding the World**

Understanding the world is a Specific Area in the Early Years Foundation Stage Curriculum. Within this there are three elements: The world, People and communities and Technology.

The Sue Hedley Nursery School practises the HighScope Philosophy across all areas of learning incorporating the Birth to 5 Matters, this is how it looks within Understanding the World.

Our Nursery has an additional outdoor space of Forest School which children visit weekly and is coordinated by a HighScope and Forest School Leader. This means that as well as the expertise of our Forest School leader Highscope is woven through our daily routine and how knowledge is explored, investigated and taught. The activities offered are child centred and derived from the children’s interests and incorporated within weekly planning as well as in the moment planning. The children are active participants in their own learning, children gain knowledge and skills by playing in an intentional learning environment. In the outdoor environment, children have many opportunities for hands-on, active learning: nature provides them with many manipulatives, choices of ways to move their bodies, and opportunities to be seen and heard in ways that walls can restrict. Outdoor learning provides amazing platforms for HighScope’s emergent curriculum and planning based on children’s interests and what’s happening in nature.

In the Nursery the sequence of Understanding the World children build on their experiences; the wider and deeper their exposure, the greater potential they have for secure development. Children need opportunities to practise what they know, to consolidate and apply learning from one context to another, and to develop new knowledge and skills. Children will build on experiences in the natural, built and virtual worlds. This means children have hands-on experiences to gain that deeper understanding and knowledge, ask questions, notice the effects of their actions, for example you can’t cut into an apple printed on a piece of paper, but cutting it as a real-life activity it becomes much more of multi-sensory and investigate experience.

Development and learning are enhanced when there are connections and relationships between early childhood settings, home and other places and spaces in children’s lives. Connections across environments support children to bring their interests that may provide an anchor for them and a motivation for their learning. Children and families need to feel secure, accepted and that they belong – both within and beyond a setting. In the Nursery diversity of communities are respected and celebrated, which widens each child’s sense of belonging and sense of place in the community, while the uniqueness of each family, regardless of differences, is acknowledged and honoured. As the Nursery uses the HighScope philosophy we work in partnership with parents and other family members to promote children’s learning. We provide information about the curriculum and early learning, invite family members to participate in classroom activities and Stay and Play’s, discuss children’s progress, and share ideas for extending classroom learning in the home. As a result, parents have a better understanding of how their children are developing and learning.

**Curriculum Sequence**

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| **Understanding the World: People and Communities** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:***  *My family, important to me, my house, Me.* | * I have a sense of my own immediate family and starting to have my own friends. * In pretend play I can act out my learned and familiar experiences from my own family/cultural background**.** * I can see similarities and differences from myself and others. | * We celebrate unique families and encourage special events to be celebrated with help from these families to give the children real life experiences and understanding. * Objects of curiosity and cultural significance are placed around the nursery to support cultural role play. * Tapestry encourages parents to share the important people in the children’s lives and practitioners discuss this with the children. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:***  *Special, different, that’s the same, why, jobs.* | * I can recognise special events and occasions; this includes describing my own experiences of these. * I know how I am unique and can discuss similarities and differences in relation to family and friends. * I show interest in different occupations and ways of life indoors and outdoors. | * We provide a range and selection of books and resources that represent children’s diverse backgrounds. * We celebrate cultures of the current cohort of children using large group times, small group times, special visits and resources in the setting using them as a key learning opportunity. * Puppets, dolls, role play clothing are all available for children to play with or use to discuss and experience different roles and cultures. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:***  *Places that are local to children such as, the park, Asda, Aldi, church, beach, and fair, Bill Quay Farm, Metro, and Culture.* | * I can discuss differences and similarities about different cultures and religions within the area that I live. * I know that’s some children do not always enjoy the same things, and can be sensitive to this. * I can talk about past and present events in my own life and the lives of my family members. | * Stereotypes are challenges through special visitors such as a female police officer. All families are celebrated and talked about openly to ensure negative stereotypes are avoided. * Local events that are celebrated in the community are discussed and explored such as Christmas light switch on etc. * Discuss with children why some children may get upset about a particular thing and why some children may need extra support, role modelling actions and behaviours. * Encourage children to discuss and explain past and present events sharing and celebrating a range of events and experiences. |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:***  *Religion, community, countries, north east, Newcastle, south shields, Sunderland, Bridges, Sage, The Baltic, Angel of the North, The word.* | * I can describe my immediate environment using my knowledge from observations, discussions, stories non-fiction texts and maps. * I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been taught. * I can explain some similarities and differences between life in this country and life in others drawing on my experiences and knowledge. | * Provide children will a rich selection of resources including, maps, books (fiction and non-fiction), photographs and visitors so they can explore, discuss and ask questions. * Invite local community to share experiences or visit them such as churches, farms, supermarkets, restaurants etc. * Encourage children to discuss similarities and differences and challenging any stereotyping. |

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| **Understanding the World: The World** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:***  *I see, warm, cold, wet, hot, spiders, worms, flowers, plants, rain, sun, clouds,* | * I can notice detailed features of objects in my environment. * I can discuss some of things that I have seen such as plants, animals and natural objects. * I enjoy building small world reconstructions working on my own knowledge and experiences such as farms, garages and train tracks. | * We provide an exciting outdoor garden space and a Forest School. The children all visit Forest School on a weekly basis. * Provide children with a range of experiences to observe and experiment natural objects using a multi-sensory approach and hands on experiences. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:***  *Why, How, big, little, grow, weather, seasons, tree’s, decay, look after.* | * I can ask questions and comment of things I have observed. * I can talk about why things happen and how things work. I can also show care and concern for the environment. * I am beginning to understand growth, decay and how changes occur over time. I can also begin to understand the effect my behaviour can have on the environment. | * Providing opportunities for children to explore the natural world by visits to Forest School and an open door policy to the outdoor area. Exploring different habitats such as birds, worms and bees. * Sharing stories about how things work and why, encouraging a culture of asking questions and sharing knowledge. Stories about seasons, weather, animals of interest to work on children’s ideas and extend their learning. * Provide children with hands on real experiences to investigate the world around them introducing new vocabulary and skills. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:***  *Names of plants, flowers, trees. Names of natural objects, e.g. shell, stone, pine cone etc.* | * I can look closely at similarities, differences, patterns and changes in nature. This also includes places, objects, materials and living things. * I can discuss features in my own environment and how environments may vary from one another. * I can make observations of animals and plants and explain why somethings occur or change. | * Provide first hand experiences for children to explore and investigate their natural world making sense of specific conditions, environments and changes in the natural world. * Make connections with spaces and spaces locally including places such as beaches, parks, museums. For example, nature autumn walk to the park collecting natural objects and discussing changes. |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:***  *Similar, different, changes, freeze, melt, solid, fruit names, bird names, environment.* | * I can explore the natural world around me making observations and can do this in the form of drawing pictures of my findings. * I know some similarities and differences between the natural world around me and contrasting environments. I can do this building on knowledge taught to me. * I understand some important processes and changes in the natural world including seasons and changing state. | * Provide children with resources to record their findings and make their own representations of observations. This is included in the outdoor environment and Forest School. * Give opportunities to design and look after environments such as planting potatoes, strawberries, herbs and other plants. This gives children a real understanding of changes over time, climate effects of looking after the environment etc. * Work from children’s interests and seasons such as understanding ice, how it melts, freezes etc., How when it does not rain and we must provide water to plants. |

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| **Understanding the World: Technology** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a keen explorer”  ***Two Year Old end point***  ***…………………………………***  ***Vocabulary:***  Pull, push, press, sound, wash, splash. | * I can seek to acquire some basic digital skills such as turning on and operating equipment. This also includes operating mechanical toys such as turning a knob, wind-up or friction toys. * I can play with water to investigate ‘low technology’ such as washing and cleaning, use pipes or funnels or other tools to transport water. | * Providing safe equipment to play and investigate such a toy mobile phones, walkie talkies or torches, friction cars etc. * Allow children to explore technological equipment such as helping them use a photocopier to copy their pictures. * Incorporate a range of resources for children to explore for transporting water such as funnels, pipes, containers, sponges and clothes for cleaning etc. |
| “I am active and curious”  ***Nursery One end point***  ***…………………………….***  ***Vocabulary:***  On/Off, stop/go, touch, work, and operate, sounds, phone, Cd player, play, stop, and pause. | * I can operate simple equipment such as turning on a cd player or use a remote control and can navigate touch-capable technology with support. * I know that information can be retrieved from digital devices and the internet. * I can explore and investigate a range of materials to learn cause and effect. * I can show skill in making toys work such as lifting flaps, pressing parts to achieve effects such as sound. | * We support and extend children’s skills as they develop and become familiar with simple equipment such as twisting or turning a knob. * We discuss children’s own knowledge and real life experiences about their uses of technologies in their home environment to build on their knowledge and scaffold to each individual child dependant on their experiences. * We support children to be curious about cause and effect activities using open ended questions and asking children to think about what may happen because of a particular action. |
| “I am capable and confident”  ***Nursery Two end point***  ***………………………………….***  ***Vocabulary:***  Rotate, press, touch, programme, create, internet, search, how do I find? Information, question. | * I can complete a simple programme using electronic devices. * I can use ICT hardware to interact with age appropriate computer software. * I can create content such as video recording, take a picture or draw a picture on the screen. * I am developing digital literacy skills by being able to access, understand and interact with a range of technologies. * I can use the internet with adult supervision to find and retrieve information that interests me. | * We provide opportunities where children can explore how different technological devices work and operate. This includes programmable toys/programmes that children can explore and experiment with such as ICT equipment like touchscreen devices, bee bots or internet connected toys. * We also provide a range of materials and objects to play with that work in different ways for different purposes for example torches, whisks, pulleys and construction kits. * We supervise and scaffold children in internet searches for example a child has a particular interest and they want to find more information we will support them looking and retrieving that information to extend their learning further. |
| ***Early Learning Goals***  ***…………………………..***  Computer, technology, scratch, coding, photographs, videos, record, printing. | * I can require access to a range of technologies both digital and non-digital in my early life. * I can explore different technologies through play and my daily routine including the work I choose to do. This helps me develop further skills over other areas of learning. * I can use technology to investigate and use scientific inquiry to explore components of learning both digitally and the natural world. | * We provide technology that is age appropriate and with supervision scaffold children’s learning and use of technology. * Resources such as cameras, torches, iPads, bee bots etc. are provided that children can acquire how to learn but also utilise in other areas of learning for example searching for something specific such as an insect name, taking a picture of their own work and printing it out etc. |

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| **Understanding the World: Past and Present** | | |
|  | **Our Sequence of Learning** | **Our Unique Approach** |
| “I am a critical thinker and resilient”  ***Early Learning Goals***  ***…………………………..***  ***Vocabulary:***  *Past, present, future, special, celebrations, similar, different, Roles, I think…, When I…, I remember ….,* | * I can Talk about the lives of the people around me and their roles in society. * I know some similarities and differences between things in the past and now, drawing on my own experiences. * I can understand the past through settings, characters and events encountered in books read in class and storytelling | * We discuss and work around current events, upcoming celebrations from the past that are remembered or celebrated such as The Jubilee, Coronation of the new King, Eid, Chinese New Year, Easter etc. Children discuss their own experiences of these events. * Using daily plan-do-review children set out their plans and reflect on their experiences daily within their working. Children are also encouraged to discuss past or upcoming events that are significant to their unique self. * Children’s experiences with books and stories are embedded throughout the whole curriculum and daily routine. We encourage children to anticipate what may happen, explore their ideas and reflect on what does happen. |