



UNDERSTANDING THE WORLD: Curriculum Goals

Articles 24, 28 and 29- 'All children have a right to an education that supports them to use and develop their talents and abilities'

Autumn Term	Spring Term	Summer Term
<p>First Milestone: To settle into nursery, recognising that we have a nursery school family group- to self-register and learn the names of friends and keyworkers. Children have a strong sense of belonging and recognise/celebrate family photos which can be accessed to promote well-being and security. They begin to make connections between home and nursery through role play, real objects and experiences, e.g. Eid, Christmas and Diwali.</p>	<p>Second Milestone: Children will confidently explore the indoor and outdoor learning environment. Children are learning how we are alike or different, through cultural celebrations linked to their own experiences. They understand that the natural world changes around us with the seasons, and explore and talk about how things work. Children are aware of life-cycles of animals and plants, and growth and decay- through hands-on experiences.</p>	<p>Third milestone: Children understand life beyond home and nursery, and make sense of their physical world and community. Children's knowledge is increasing due to personal experience and information obtained through books, and technology, broadening their understanding diversity and society. Children know that there are different countries in the world, and show empathy, respect and tolerance towards other cultures. Children proudly talk about their own uniqueness and what makes them special.</p>
<p><u>People & Communities</u> Range 3 Is interested in photographs of themselves and other familiar people and objects Range 4 Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Range 5 Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines</p> <p><u>The World</u> Range 4 Notices detailed features of objects in their environment</p>	<p><u>People & Communities</u> Range 5 Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><u>The World</u> Range 5- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment Talks more extensively about why things happen and how things work</p>	<p><u>People and Communities</u> Range 6 Enjoys joining in with family customs and routines Dev. Matters- <i>Begins to make sense of their own life-story and family history (3-4 yrs)</i></p> <p>Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and tradition (Dev. Matters- <i>Model positive attitudes towards race, gender, disability, religious diversity= confront stereotypes)</i></p> <p><u>The World</u> Dev. Matters- <i>Plant seeds and care for growing plants</i></p>

Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake

Range 5

Talks about where they live- recognises their home
Talks about why things happen and how things work

Dev.Matters- *Explore materials with different properties (0-3)*

Technology

Range 4 Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
Uses pipes, funnels and other tools to carry/transport water from one place to another
Plays with water to investigate 'low technology' such as washing and cleaning

Range 5

Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support

Dev. Matters *Talk about the differences between materials and changes they notice- e.g. cooking and changing states (3-4)*

Developing an understanding of growth, decay and changes over time

Range 6

Looks closely at similarities, differences, patterns and change in nature

Knows about similarities and differences in relation to places, objects, materials and living things

Dev. Matters- *Uses all if their senses in 'hands on' exploration of natural materials*

Technology

Range 5

Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

Knows that information can be retrieved from digital devices and the internet

Uses ICT hardware to interact with age appropriate computer software

Can create content such as a video recording, stories, and/or draw a picture on screen

Range 6

Completes a simple program on electronic devices

Range 5

Begin to understand the effect their behaviour can have on the environment

Range 6- Makes observations of animals and plants and explains why some things occur, and talks about changes

Talks about the features of their own immediate environment and how environments might vary from one another

Dev. Matters- *Talk about what they see, using a wide vocabulary*

Discuss different countries of the world

Explore and talk about different forces they can feel- pushing pulling, magnetic attraction, stretching elastic and snapping twigs

Explore materials that float and sink

Explore materials which create shadows, and that light can be shone through

Technology

Range 6

Uses ICT hardware to interact with age appropriate computer software

Develops digital literacy skills- being able to access, understand and interact with a range of technologies

Knowledge Checker: *Children will talk with confidence and pride about themselves and their families.*

Children will talk about a range of celebrations and special events that they have learnt about. Children will have positive attitudes towards difference.

Children will understand their unique heritage, identity, and what makes them special.

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

Children will take responsibility for their local environment, indoors and outdoors; reusing, recycling and reducing waste.

Children will understand they have rights, which also come with responsibilities

Through leadership roles, children will take care of the environment an continue to promote, protect and realise their rights.

