

Understanding the World Nursery - Long Term Plan

Statutory Guidance from the EYFS Framework for 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/ Interests of children	Starting School Autumn / Halloween Family People who help us Teddy bears	Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Growing up - babies, generations Health inc. oral health Spring Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer Hot environments Rock pools Mermaids / Pirates Seaside
Possible Celebrations & Experiences	Class rules and routines Starting School, Halloween, Autumn, Black History Month, Fire service visit	Diwali , Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety day	Father's Day , Sports Day, Transition, Assessment
The Reception expectations in UTW for reference. Where are children going?	<p>Past and Present · Talk about the lives of the 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. · Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities · Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. · Know some similarities and differences between different religious and cultural communities in this country, drawing on their 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.</p> <p>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 on their experiences and 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</p>					

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<p>Development of Past and Present</p> <p>Intent Vocabulary Implementation</p>	<p>Children using words 'now' and 'next'. Children talking about their family, who they live with and any pets.</p> <p>Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,</p> <p>Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house, adults promoting children to talk about their home and home life.</p>	<p>Children talking about their past life experiences e.g. birthdays, Christmas.</p> <p>Children using the words 'then' 'now' 'next' 'before'.</p> <p>Past, before, events, now, then, before, next.</p> <p>Adults modelling these terms correctly and rephrasing children's words so they are too using them correctly.</p> <p>Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</p>	<p>Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos</p> <p>New, old, past, present, now, different, same, rusty, black and white, modern.</p> <p>Children going on a local walk and looking at old a new - houses, shops, cars, statues or memorials.</p> <p>Children looking at photos and objects or books from the past.</p>	<p>Children commenting on their own past experiences e.g. Easter.</p> <p>Children showing curiosity about objects from the past.</p> <p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.</p> <p>Children discussing how they have celebrated Easter in the past.</p> <p>Children looking at photos and objects or books from the past.</p>	<p>Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.</p> <p>Family, live with, family tree, old, new, past, questions, happened.</p> <p>Children discussing with adults during activities who they live with and who the adults are to them. Children exploring a family tree. Children having the opportunity to ask parents and grandparents about their lives in the past.</p>	<p>Children beginning to understand how to sequence two events.</p> <p>Children sequencing family members e.g. baby, mum, grandma.</p> <p>Sequence, first, last, then, before, family, names, family tree.</p> <p>Children being taught how to 'sequence' using two familiar events - either in the present day or from across the year.</p> <p>Children continuing with their work around families and family trees.</p>
<p>Development of People, Culture and Communities</p> <p>Intent Vocabulary Implementation</p>	<p>Children talking about their families.</p> <p>Children talking about who is special to them and why. Children naming their family members.</p> <p>Family, family names, special.</p> <p>Adults prompting children to talk about their families and homes.</p> <p>Adults asking children at drop off and pick up times who it was/will be today.</p>	<p>Children talking about how we look after our friends and families.</p> <p>Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas.</p> <p>Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas.</p> <p>Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at</p>	<p>Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.</p> <p>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.</p> <p>Adults promoting the celebration of a range of festivals around the world, children exploring the local environment</p>	<p>Children speaking positively about differences between people and ways of life.</p> <p>Children showing an interest in people with a range of occupations.</p> <p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p> <p>Children having visits from a range of occupations and reading stories on a range of occupations too, children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too.</p>	<p>Children developing an idea of 'belonging'.</p> <p>Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.</p> <p>Belonging, groups, own ideas, the world, other countries, other people.</p> <p>Getting along, patience, tolerance.</p> <p>Adults introducing the idea of British Values through activities, discussions and stories.</p> <p>Children discussing patience and tolerance and adults supporting children to be tolerant and patient.</p>	<p>Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.</p> <p>Names of the features in the environment, countries, same, different, hot, cold.</p> <p>Children exploring the local environment, drawing maps, creating small worlds versions of their local area, children learning about other countries around the world and comparing them to the country we live in.</p>

		nursery including Christmas.	and looking at familiar shops/signs etc.			
Development of the Natural world Intent Vocabulary Implementation	<p>Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses. Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.</p> <p>Adults modelling respect and care and encouraging children to do this too, Adults talking to children about their home environment and school environment, adults setting up activities for children to explore.</p>	<p>Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore. Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, books on the body, discussions on the world, adults basing activities on children's interests.</p>	<p>Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects. Respect, care, look after, materials, man-made, natural, nature.</p> <p>Adults teaching children about nature, the world and animals and how and why we care for them, Adults setting up activities to explore materials and their functions.</p>	<p>Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time</p> <p>Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, Stories, discussions and activities based on the weather and seasons, adults setting up activities for children to explore, spring based stories, activities, looking at lambs, chicks, tadpoles,</p>	<p>Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time. Seeds, soil, water, care, look after, grow, Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown.</p>	<p>Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why</p> <p>Stories, discussions and activities based on the weather and seasons, Adults setting up activities where 'changes' and 'processes' are involves such as ice melting or colour changing experiments.</p>