**Curriculum Plan**

Understanding the World

|  |  |
| --- | --- |
| **CURRICULUM PLAN: Understanding the World** | |
| **INTENT**  Our intent for the children is for them to explore the world around them:   * Making observations of changes in the environment * Learn about the growth and decay of living things and how to care for the natural world * Understand how a variety of materials are used and can be changed * Take part in forest school sessions that develop their natural curiosity and passion for learning outdoors * Have rich first-hand experiences both indoors and outdoors * Recognise special people and times in their lives | |
| **2-3 year olds will be learning to** | **3-4 year olds will be learning to:** |
| * Know which group they are in at nursery * Recognise pictures of themselves, their group members and family * Play with other children and know some of their friends’ names * Show interest in stories about different people, objects, animals * Use our outdoor areas safely and help to take care of the living objects found there * Notice details of their environment * Operate mechanical toys * Explore a range of materials and objects | * Know there are different occupations in the community and start to understand how they help us. * Understand that people have similarities, but are also different in many ways and start to accept these differences and value them. * Talk about significant events that happen. * Show concern for living things. * Understand growth, decay and changes over time. * Know how to operate simple equipment and tools safely and learn how to make toys work. * Use and change materials |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2 year olds** | **3 year olds** | **4 year olds** |
| Our Families | Key Knowledge & Skills   * Noticing what adults say and do around them about differences e.g. adult says “I’ve got short hair, you have long hair.” * Personal identify – where I belong – “I live with my Mum and Dad” * Key people in their lives - my teacher, familiar faces, playing alongside * Celebrations - birthdays, wider - notice when it’s a special day e.g. looking at different colours, sounds, music, stories, tuff trays   Key Activities   * Adult modelling – conversations, mirrors, stories, songs, role play, tuff trays, self-care routines/ transitional routines * Responding to familiar rhymes and songs – hello song, my name is/your name is... * Celebrations – multi-sensory approach - the colours of fireworks, sounds, tastes, textures etc. * Recognising own picture/ family images/ other families * PSED activities – working together e.g. ring games – beginning to join in with others * People who help us at home - home role-play e.g. introducing dress up – Mummy, Grandad, baby, dog, telephone, cooking   Key Vocabulary  Personal belonging vocabulary “me”, “you” Family – mum, dad, nan, grandad  Colours  Body parts, clothing  Names of objects we use e.g. cup, spoon  Simple actions people do – jump, clap, run | Key Knowledge & Skills   * Start to talk about similarities & differences they see around them - “Your eyes are blue, mine are brown” * Personal identify – where I belong - Starting to understand they are in different groups “I am a Squirrel” * Friendship building – starting to play with other children, rather than alongside them * Talking about their own experiences e.g. birthdays, Eid, cultural/language differences - British Values. * People who help us – there are different occupations and they help us.   Key Activities   * Introduction to various celebrations and the stories involved, explore resources linked to various celebrations. * Reciting different songs independently / using actions. * Personal safety learning e.g. wearing gloves when holding a sparkler. Discussions about celebrations, what do you do? * Talking about their families - names, roles * Talking about their past experiences * Initiating games themselves, turn-taking, starting to follow instructions and rules * People who help us in our daily lives (at shops, hairdressers, doctors) – Job role play using props to support e.g. hairdressing equipment. Visits to see different job roles in action e.g. at supermarket. Stories involving characters in different job roles.   Key Vocabulary  “he, she, they”  Group names e.g. triangles, caterpillars  Names of key people, names of friends  Sister, brother  Same and different  Action words e.g. kicking, climbing  Occupation names e.g. dentist, doctor, shop assistant, hairdresser | Key Knowledge & Skills   * Starting to show more in-depth interest by asking a range of questions, extending their own knowledge. “Why are my eyes blue, why are yours brown – why are they different?” * Personal Identity – I belong at nursery - other groups e.g. dance, sports * Have a special friendship or group of friends * Talking about differences and similarities of celebrations e.g. “I celebrate Christmas, you don’t.” “We both have presents”. * Accepting differences – It’s ok to be different – we are friends.   Key Activities   * Celebrations - Be more hands-on – e.g. understand why we make a Diva lamp and how it links with the story of Rama and Sita. * Why we celebrate things, what it means for different people * Linking songs into personal experiences, changing the words, making up own songs. * Asking questions and noticing differences between different families e.g. “you have 2 sisters, I only have 1.” Stories that portray a variety of families e.g. two Dads, living with Grandparents * More collaborative, problem solving, conflict resolution, make up own games e.g. potion-making. Follow rules and understand why. Make up their own rules in play. * Talking about “What I am good at.” * Imaginative role play – using their own experiences/stories * Talking about their own experiences in detail * People who help us occasionally (builders, fire fighters, police offiers) – Visits / talks / films from adults involved in different jobs Non-fiction books about different job roles   Key Vocabulary  Extended family members e.g. cousin, auntie, uncle  Other groups outside nursery e.g. church, dance school  Names of objects linked to celebrations e.g. Diva lamp, tinsel  Question words - where? Why? Who? What? When? How?  Descriptive language relating to occupations and what they do, use. |
| Materials and Tools | Key Knowledge & Skills   * Exploring different textures and materials * Filling, emptying containers and pouring * Using tools - spades, jugs appropriately * Safety and rules * Simple forces – push and pull, blowing, rolling   Key Activities   * Sandpit - digging with hands and tools, filling and emptying * Water tray - pouring, filling * Weekly sensory tuff tray * Pushing and pulling vehicles, pushchairs * Lift the flap books and toys * Movement boards – lifting, sliding, spinning Playdough – using rolling pin and cutters, exploring with hands * Blowing bubbles * Exploring snow, ice * Heuristic play with sets of objects e.g. set of metal objects, a range of brushes   Key Vocabulary  Naming nursery activities and tools e.g. spoon, bowl, jugs, painting,  Big, small  Wet, dry  Hot, cold  Forest School Activities   * Mud painting * Exploring tools * Exploring all areas * Under and over bushes | Key Knowledge & Skills   * Naming and describing simple textures and materials and exploring their properties e.g. this wood doesn’t bend, it’s hard * Gaining control when filling containers, water can make things move * How different tools work and how to use them safely * Observing the action of forces – floating and sinking, objects rolling/sliding down ramps * Which action is needed to move or use a toy?   Key Activities   * Sandpit – making sandcastles, moulding * Water - Making things move e.g. waterwheels, items that sink or float * Exploring a range of moving toys and discovering how to make them move or work * Exploring the action of magnets * Playdough, clay – rolling into a ball, manipulating to gain an effect * Exploring materials in a variety of situations. Provide experiences for failure as well as success e.g. What happens when you put cardboard and plastic in water? * The use of materials in stories e.g. 3 little pigs’ houses * Observing the changes to materials, ice melting, cooking   Key Vocabulary  Heavy, light, huge, tiny  Simple texture words – damp, hard, soft, sticky  Tools - funnel, syringe etc  Float, sink  Burn, smoke  Forest School Activities   * Silly soup * Building houses and dens – modelling, learning how to use equipment * Using natural found materials in role play – Stickman, wizard’s wands | Key Knowledge & Skills   * Exploring and describing more complex textures, sorting by texture * Understand the properties of different materials and how this affects their uses. E.g. windows are made of glass because you can see through glass. * How materials are the same or different * Understanding and choosing appropriate tools to make changes to materials * Predicting forces * Understanding forces and change   Key Activities   * Sandpit – properties of wet and dry sand e.g. sandcastles need wet sand * Water – Using water to transport objects – pipes, tubes * Understanding cause and effect e.g. ice melted by the sun, warm water. * Magnets – sort items, understand/predict what will be attracted * Planning and using tools to make an item in playdough or clay * Making playdough and slip for clay * Using their knowledge and experience of materials to build objects e.g. a boat that floats, house a wolf can’t blow down * Predicting the action of forces – blowing or fanning a boat to make it sail. * Beebot – understanding and explaining the rules of how it works * Cooking – describing changes and why they happen   Key Vocabulary  Why? How?  Understand opposites  Magnets - attract, repel  Comparative language - bigger/smaller, heavier/lighter  Texture words - spiky, lumpy, smooth  Flame, scorch, white-hot, ash  Forest School Activities   * Building a fire – what materials are needed, how do materials change when burnt * Mud painting- consistency of mud, thick, watery * Building houses and dens for a purpose using tarpaulins, bungees, ropes e.g. hibernating hedgehog home |
| Growth and Change. | Key Knowledge & Skills   * Experiencing various weathers * Helping to care for plants * Experiencing a range of common animals & learning their names and their animal sounds * Helping to care for our nursery room   Key Activities   * Going outdoors in all weathers * Adults modelling what clothing needs to be worn in the different weathers * Planting - giving water each day, colours * Animal - experiencing a range of animals, animal sounds * Learning to look after their immediate environment – helping to tidy away, putting used tissues in the bin, keeping certain toys in the correct places e.g. bikes outside   Key Vocabulary  Sun, rain  Cold, hot  Coat, wellies, hat  Seeds, water, pot, soil  Various colours  spoon  big, little  common animal names  soft, gentle  inside, outside  basket  stop/tidy up song/finished  Forest School Activities   * Look at animals under logs, high in the trees and in the bushes. * Talk about being gentle with the minibeasts/animals * Introducing forest school rules * Learning to walk in wellies and on uneven surfaces * Putting on own wellies * Experiencing various weathers | Key Knowledge & Skills   * Naming various weathers & how different weather affect us e.g. in the clothes we wear * How plants and animals grow * What their local environment is like – around the nursery, Erdington * How we can care for our nursery environment   Key Activities   * Weather charts – recording daily weather, naming weather * Clothes to be worn in different weathers – sun safety, how to keep ourselves warm. * Planting – Measuring height with non-standard measures, naming parts of plants * Animals - watching change/grow, introducing more animals through stories, small world, animal antics, introducing animal environments. * Listening walks, environmental walks * Talking about different buildings and where they live * Introduce maps - make a pirate map for the garden * Looking after our nursery environment more independently – e.g. closing fridge door, putting used milk cartons in the bin, sweeping up leaves in the garden   Key Vocabulary  Sunny, raining, windy, snowing, icy, cloudy  Gloves, scarf, suncream  Trowel, compost, growing  Tall, short  Leaves, flowers, roots  Farm/pets/Underwater/zoo/jungle  Exotic/less common animals  Textures & patterns of different animals e.g. scales, fur, shell, stripes, spots etc.  Forest School Activities   * Naming various minibeasts/animals * Beginning to look at the difference in the shapes and colours of the leaves * Being dressed appropriately for the weather and being able to dress/undress themselves independently * Knowing and following the forest school rules * Describing what they see and feel at different times of the year (sessions) * Introduce basic tools * Making popcorn | Key Knowledge & Skills   * Understanding various weathers & seasonal changes * Food production/where our food comes from * What a plant needs to grow * Animal & plant life cycles * How we can help care for our world – recycling * Our world is made up of different countries/places   Key Activities   * Comparing weather throughout week, month, year * Talking about different seasons & the changes they bring * Planting a variety of fruit, vegetables & flowers – comparing how they grow, what do they need to grow * Grow, harvest & cook from allotment * Animals - life cycles, grouping animals, foods that come from animals eg eggs, milk, honey * Look at a world map, A to Z map, picture maps, maps in stories, treasure maps. Make maps of the routes they come to nursery * Looking after our world - understanding why we need to recycle and different recyclable materials, talk about the impact on the world, consequences of throwing rubbish on the floor, picking flowers etc.   Key Vocabulary  Spring, Summer, Autumn, Winter, seasons  Warmer, colder, sunshine  Tallest, shortest  Stem, shoots  Under/overground  Vegetable names  Fruit names  Peeling, chopping, mashing  Animal baby names- calf/cow, chick/chicken  Animal cycles terms – e.g. egg, caterpillar, chrysalis, butterfly  Hatch, incubator, brooder box  Forest School Activities   * Understanding why we have the forest school rules * Talking about various habitats, what lives in them and how to look after them * Using more complex tools e.g. bowsaw, drill * Describing and understanding the change to the plants/trees in the various seasons * Cooking over a fire bowl |

|  |  |  |
| --- | --- | --- |
| **Impact** | | |
| When children leave our 2 year old room they will be able to show curiosity about different people, occupations and objects around them. They will be able to use the names of people who are familiar to them. They will be confident to explore both the indoor and outdoor nursery environments and will help to look after their nursery environment by tidying up and by being careful with resources, animals and plants. They will also confidently explore a range of natural and man-made materials. They will understand and use words related to everyday items. | When children turn from ages 3 to 4 years, they will be able to play with other children well and will be starting to form friendships. They will understand there are similarities and differences between the people around them.  They will look after the environment by caring for the plants and animals in the nursery and forest school. They will have a basic understanding of the action of forces and the use of common materials. | When children leave our nursery at age 4 to go to reception, they will know what makes them unique and will be able to remember and talk about significant events in their own experiences. They will have their own group of friends or a special friend they often choose to play with. They will know how to care for the environment at nursery and at home and understand the impact of some of their actions on the natural world. They will be able to understand, predict and explain the action of forces. They will understand the properties of materials, how they are similar or different and can be used for different purposes. |