

Croftlands Infant and Nursery School

Knowledge and Understanding of 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

Badger room

(Toddler room – 2 - 3 years)

Curriculum Sequence		
<ul style="list-style-type: none"> • Identify and talk about their family. • Comment on photos of their family, naming who they can see and of what relation they are to them. • Name and describe people who are familiar to them. • Talk about the weather. • Enjoy multi-cultural stories, fictional and non fiction 	<ul style="list-style-type: none"> • Can talk about what they do with their family and places they have been with their family. • Can draw similarities and make comparisons between other families. • Observe and comment on seasonal changes. • Begin to understand the growth cycle of plants from seeds, butterflies from caterpillars. 	<ul style="list-style-type: none"> • Talk about members of their immediate family. • Share fictional stories about families and start to tell the difference between real and fiction (pretend). • Recall and talk about past events – Birthdays, day trips, holidays. • Begin to be aware of the effects of different weather conditions on the environment and themselves.
Vocabulary	Mummy, Daddy, Aunty, Brother, Sister, baby, boy, girl, home, party, family, birthday, celebrate, holiday. Plants, flowers, tree, leaf/leaves, growing, change, live, rain, sun, windy, cold, warm, hot.	
Implementation Learning opportunities linked to the children’s current interests and significant events occurring	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family. Explore the world around us and see how it changes as the seasons change. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Celebrate festivals from different cultures and religions. Explore the outdoor environment and features therein – plants and flowers, mini beasts, the weather. Share multi-cultural stories, fictional and non fiction. Introduce children to different occupations.	

Squirrel room

(Nursery room – 3-4 years)

Curriculum Sequence

People and communities

- To have a sense of own immediate family and relations and pets.
- To imitate every day actions and events from own family and cultural background in play.
- To know who they like to play with.
- To learn that they have similarities and differences that connect them to, and distinguish them from, others.

The world

- To notice detailed features of objects in their environment.
- To talk about some of the things they have observed.
- To begin to play with small world reconstructions, building on first-hand experiences.

Technology

- To seek to acquire basic skills in turning on and operating some digital equipment.
- To operate mechanical toys.
- To play with water to investigate “low technology” such as washing and cleaning.

People and communities

- To show interest of people who are familiar to them.
- To enjoy joining in with family customs and routines.
- To begin to have their own friends.
- To know some of the things that make them unique.

The world

- To comment about aspects about of their familiar world.
- To talk about why things happen and how things work.
- To enjoy playing with small world reconstructions, building on first-hand experiences.

Technology

- To begin to operate simple equipment.
- To show skills in making toys work by pressing parts or lifting flaps.
- To use pipes, funnels and other tools to carry/transport water.

People and communities

- To remember and talk about significant events in their own experience.
- To recognise and describe special times or events for family and friends.
- To have their own friends.
- To talk about some of the similarities and differences in relation to friends or family.

The world

- To ask questions about aspects of their familiar world.
- To develop an understanding of growth, decay and changes over time.

Technology

- To know how to operate simple equipment.
- To show an interest in technological toys, real objects and touchscreen devices.
- To play with a range of materials to learn cause and effect.

Vocabulary

Family, mum, dad, autumn, winter, spring, summer, friends, on, off, today, celebrate, unique, special.

Implementation

All about me topic. Role play opportunities. Learning about the seasons and weather. Computing area in classroom to look at technology. Exploring different festivals, celebrations and important dates. Date and weather chart. Sharing news from weekend and holidays.

Ladybird and Robin class

(Reception 4-5 years old)

Curriculum Sequence

<p>Past and Present</p> <ul style="list-style-type: none"> To know about their own life story and know they have changed. <p>People and Communities</p> <ul style="list-style-type: none"> Know about features of the immediate environment. <p>The World</p> <ul style="list-style-type: none"> To explore and ask questions about the natural environment around them <p>Technology</p> <ul style="list-style-type: none"> To know how to operate simple equipment. To show an interest in technological toys, real objects and touchscreen devices. To play with a range of materials to learn cause and effect. 	<p>Past and Present</p> <ul style="list-style-type: none"> To know some similarities and differences between things in the past and now. Talk about the lives of people around them. <p>People and Communities</p> <ul style="list-style-type: none"> Know that there are many countries around the world. Know that people around the world have different religions. <p>The World</p> <ul style="list-style-type: none"> Understand the terms 'same' and 'different'. Talk about features of the environment they are in and learn about the different environments. <p>Technology</p> <ul style="list-style-type: none"> To complete a simple programme on an ipad To use computer software with supervision appropriate for age, 	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about past and present events in their lives and what has been read to them To know about the past through settings, characters. <p>People and Communities</p> <ul style="list-style-type: none"> Know about people who help us within the local community. To know that people in other countries may speak different languages. To know that simple symbols are used to identify features on a map. <p>The World</p> <ul style="list-style-type: none"> Make observations about animals discussing similarities and differences. Make observations about plants discussing similarities and differences. Know some important processes and changes in the natural world including states of matter. <p>Technology</p> <ul style="list-style-type: none"> Create pictures, stories and drawings on a screen. To use the internet with supervision. 	<ul style="list-style-type: none"> 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. 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. 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.
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Vocabulary

Past, present, the world, England, cumbria, ulverston, ipad, computer, internet, the same, different, religion, community, names of people who help us, plants, seed, screen, mouse, keyboard,

Implementation - Christmas' in the past, Show photos of how Christmas used to be celebrated in the past, All about me topic- different houses. Draw pictures of people who are familiar to them. Sharing news from the holidays/ discussing past Christmases or festivals they have celebrated with family. New Year's/Christmas celebrations in different cultures. Handas surprise. Mary Anning- Fossils at the seaside
Seaside's long ago – Magic Grandad Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Wild area- senses begin to understand why maps are so important to postmen. Use bee-bots on simple maps. Encourage the children to use navigational language. How to help our environment. How to take care of animals. After close observation, draw pictures of the natural world, including animals and plants. Daily weather chart. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?