

Understanding of the World

		Past & Present	People, Culture and Communities	The Natural World	Exploration
Gems	Intended Knowledge/ experiences	<ul style="list-style-type: none"> Repeat actions that have an effect 	<ul style="list-style-type: none"> Notice differences between people. Recognise themselves and know what they look like Recognise their own mummy/daddy/carer Know their own name 	<ul style="list-style-type: none"> Explore natural materials indoors and outdoors Know and recognise different weather Explore materials with different properties 	<ul style="list-style-type: none"> Explore how things work
	Intended Activities	<p>Introduction of words from the 100 word list Categories – People and Body Parts</p> <p>Core Stories</p> <ul style="list-style-type: none"> Teddy Bear Roar <p>Core Songs/Rhymes</p> <ul style="list-style-type: none"> Wind the Bobbin The Wheels on the Bus Roly, Poly Round and Round the Garden Row, Row, Row your boat Incy Wincy <p>Provide cause and effect toys</p>	<p>Introduction of words from the 100 word list Categories – People and Body Parts</p> <p>Core Stories</p> <p>Ten Little Fingers and Ten Little Toes</p> <p>Who's' Knees are these?</p> <p>Core Songs & Rhymes – Head, shoulders, knees & Toes</p> <p>Self-Registration – Use photographs, children to be encouraged to find their photograph and put it on the board.</p> <p>Songs that include children's name – Hello song sung daily</p> <p>Use children's name to gain attention</p> <p>Provide mirrors in the dressing up area/home corner and easel</p> <p>At pick up time use carers name e.g. 'look mummy is here' or point to carer and say 'who's here?'</p> <p>At drop off encourage the child to say good bye to carer e.g. say bye bye to mummy.</p> <p>Circle Time games</p> <p>Parental Involvement – Story session, Rhyme time</p>	<p>Introduction of words from the 100 word list Categories – Describing and Outside</p> <p>Core Songs & Rhymes</p> <ul style="list-style-type: none"> Hello Mr Sun The Sun has got his hat on Incy Wincy Spider Rain, Rain Go Away It's Raining, Its Pouring <p>Continuous access to outdoor provision regardless of the weather. All children to have wellies in school and hats, scarves, sun hats etc. depending on the weather.</p> <p>General discussions in Gems about the weather e.g. 'it's raining today we need our hoods up outside' 'Its cold today we need our hats on' 'Its windy today we are going to take the wind flowers outside' 'Its sunny outside we need our sun hats on'</p> <p>Provide natural materials for children to explore in tactile trays and in other areas of continuous provision</p> <p>Offer lots of different textures for exploration with hands, fingers, feet. e.g. wet and dry sand, water, paint and playdough, shaving foam, corn flour.</p>	<p>Provide a wide range of resources and equipment in Gems including cause and effect toys</p>
Nursery	Intended Knowledge	<ul style="list-style-type: none"> Know their own life story - Baby – toddler – pre-schooler. Know what they did in the past – weekend, school holiday, when they were a baby. 	<ul style="list-style-type: none"> Know who is in their immediate family. Notice differences between people Show interest in different occupations Know about different forms transport 	<ul style="list-style-type: none"> Know and recognise different weather Use all their senses to explore natural materials Explore materials with similar or different properties Be able to talk about what they see around them Know how a seed grows Know the lifecycle of a frog and butterfly Know they need to respect and care for our indoor and outdoor environment Know how to care for a living thing Be able to name animals 	<ul style="list-style-type: none"> Explore how things work Explore and talk about different forces that they feel Talk about differences in materials and changes they notice
	Intended Activities	<p>Topic – All About Me Me & My Family Growing and Changing</p> <p>Core Stories - Titch</p> <p>Create a book showing children growing up using photos sent in from home. Share with children</p> <p>Use All About Me books to talk about the past.</p> <p>Encourage parents to send in pictures of what children do at home especially weekends and school holidays</p> <p>News telling sessions</p> <p>Floor book to look back at the children learning.</p> <p>All About Me books to continue from Gems to look back over their time at GPS</p>	<p>Topic – All About Me Me and My Family People Who Help Us Transport</p> <p>Core Story – Owl Babies Errol's Garden Catch a Chicken Same but different too</p> <p>Topic Stories - My Funny Family So Much</p> <p>Core Songs & Rhymes</p> <ul style="list-style-type: none"> I've got a body Heads, shoulders This is me If you're happy and you know it Finger Family How many people live in your house <p>Look at who is in children's immediate family display photos of children and their families.</p> <p>Play games where children notice similarities/differences between people 'if you have long hair get ready'</p>	<p>Topic stories - Leaf Man Growing frogs Teeny weeny tadpoles, Jasper's Beanstalk, The Very Hungry Caterpillar The Enormous Turnip</p> <p>Core stories - We're Going on a Bear Hunt Gruffalo</p> <p>Traditional Tales – 3 Little Pigs</p> <p>Topics Pets and Farm Animals Growing & Changing Provide natural materials for children to explore in tactile trays and in other areas of continuous provision. Provide equipment outside to encourage children to explore the environment e.g. wheel barrows, magnifying glasses, containers for collecting Observe changes from frog spawn to frog. Observe changes from caterpillar to butterfly. Plant beans</p> <p>Have living plants in the classroom and involve children in caring for them – plant monitors</p>	<p>Tactile tray (provision)</p> <ul style="list-style-type: none"> Dry sand/wet sand Hard/cooked pasta Shampoo Cornflower Ice Lentil Dry/wet porridge <p>Playdough – Continuous provision</p> <p>Children to help to make playdough, observing the changes.</p> <p>Transport – magnetic trains</p> <p>Provide equipment both indoors and outdoors to allow children to explore 'pushes and pulls'</p> <p>Provide wheeled toys for children to push</p> <p>Provide ramps and balls and cars</p> <p>Provide cause and effect toys and wind-up toys</p>
Reception	Intended Knowledge	<ul style="list-style-type: none"> Compare and contrast characters in stories including figures from the past Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Have a positive attitude about the differences in people Know that there are different countries and talk about the differences they have experienced or seen in photos Talk about members of their family and community naming and describe people who are familiar to them Know that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities between life in this country and other countries Recognise environments that are different to the one in which they live Draw information from a simple map 	<ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel outside Understand the effect of changing seasons on the natural world around them Know the lifecycle of a duck. 	
	Intended Activities	<p>Topic – Once Upon a Time Big Wide World The Royal Family</p> <p>Explorers – compare equipment used for expeditions then and now.</p> <p>The Royal Family – compare fictional princess with princesses in the royal family</p> <p>Topic Stories - Little Elizabeth Zog Rapunzel Poles Apart</p> <p>Core Stories – Ada Twist Scientist</p> <p>Floor book - Look at and discuss past learning from nursery and new learning in reception</p>	<p>Topic – Big Wide World Me & My Community</p> <p>Topic Stories – Handas Surprise Poles Apart Martha Maps It Out Me on the Map On Every House on Every Street All Are Welcome First Big Book of the World</p> <p>Core Stories – Going to Mecca Lost & Found Ramadan Moon Everywhere Bear Blown Away</p> <p>Visits - Farm</p> <p>Acknowledge and learn about different celebrations – Eid, Ramadan, Diwali, Christmas, Easter. Provide opportunities for exploration of artefacts</p> <p>Know who works in school and how they help us.</p> <p>Acknowledge differences in the children.</p> <p>Use Google Earth to look at different places</p> <p>Use Globes and Atlases</p> <p>Look at photos of places staff have visited. Provide photo books for children to look at.</p>	<p>Topic – Ready, Steady Grow Exploring Autumn</p> <p>Topic story – Ducks Hibernation Station A Little /Sleepy Tree A Walk in the Woods I Love the Seasons Autumn I Love the Seasons Winter I Love the Seasons Spring I Love the Seasons Summer</p> <p>Visits and Experiences - Hatch duck eggs Walk to West Park</p> <p>Continuous access to outdoor provision regardless of the weather</p> <p>Regular discussions about the changing seasons</p> <p>Termly visit to west Park to observe the changes of the seasons</p>	