



Sequence of Learning for Understanding the World

At Gloucester Nursery School...

Our Intent for Understanding the World:

- **For children to make sense of their physical world and their community.**
- **To increase the children's personal experiences, knowledge and sense of the world around them.**

	The World	Technology	People and Communities
Early Stages Stage 1 Intent	<ul style="list-style-type: none"> • Explore and enjoy the natural world with support from an adult. • Explore objects in the provision. • Know where items go when tidying up. • Take part in planting activities with an adult, introducing new words and vocab, seeds, watering can, etc. • Look at and identify some features outside, trees, road, wall, garden path etc. 	<ul style="list-style-type: none"> • Explore and investigate toys and books with flaps, buttons and switches. 	<ul style="list-style-type: none"> • Know where the changing/nursery toilet area are located in the building. • Cooperate with nappy changing routines. • Follow a good handwashing routine with adult support. • Look at and talk about photos of those who are special, such as family members, brothers and sisters, friends and pets. • Listen to stories about children and families.
Implementation	<ul style="list-style-type: none"> • Staff to model respect for living things, showing children how to handle worms, flies, spiders etc. • Model and encourage children to join in when planting seeds and watering plants. Talk about new words in context and encourage children to use appropriately. • Encourage children to talk about the collections of objects they find. Looking for mini-beasts in the garden, splashing in puddles etc. 	<ul style="list-style-type: none"> • Staff to provide a wide range of cause and effect toys and resources that have switches, buttons, flaps, music built into them. 	<ul style="list-style-type: none"> • Staff ensure children know where important things are located in Nursery such as the changing/toilet area, their coat pegs etc. • Encourage the children to wash their own hands effectively • Staff to use on entry information, such as 'This is me! To learn about each child's family and to be able to talk about family with the children.
Impact	<ul style="list-style-type: none"> • Children will begin to feel secure in the nursery environment and will begin to explore new materials and experiences, including natural materials, simple technological equipment and experiences relating to their immediate family. • Children will begin to show confidence and independence, have a strong sense of belonging within their family and family worker group. • Children will be able to explore the natural environment using their senses and begin to learn to name things in the outside provision. • Children will begin to talk about the weather and learn new words to describe the weather. 		

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Early Stages Stage 2 Intent	<ul style="list-style-type: none"> • Begin to notice differences outside, e.g. weather changes, the seasons change. • Notice plants growing in the nursery garden. • Name a small number of animals and some basic features, elephant—trunk • Begin to name features of the outside provision. • Investigate simple forces, e.g. rolling cars down ramps, playing with scarves in the wind, using torches in tents. 	<ul style="list-style-type: none"> • Develop basic skills in operating some mechanical toys and equipment. • Introduce and explore simple tools such as torches, mirrors etc. 	<ul style="list-style-type: none"> • Begin to talk about their own family. • Find their coat to play outside when asked by an adult. • Communicate when their nappy needs changing. • Cooperate with dressing and changing. • To use toys to pretend familiar, everyday routines, such as cooking or looking after a baby. • Show an interest in other children playing nearby. • Join in with their own families cultural celebrations. • Talk about daily routines, getting up, having breakfast etc.
Implementation	<ul style="list-style-type: none"> • Staff to encourage children to move freely throughout the nursery provision and explore different areas. • Encourage children to put resources away in correct places using the photos and through adult modelling/prompts. • Provide opportunities for children to use small world animals, different settings e.g. farms, jungle, forests. Discuss and name the animals. • Staff talk about the weather. 	<ul style="list-style-type: none"> • Staff to provide a wide range of cause and effect toys and resources that have switches, buttons, flaps, music built into them. • Provide opportunities to explore technological resources in family worker times and in provision. 	<ul style="list-style-type: none"> • Encourage children to take part in role play activities. Talk about resources and equipment they might have at home. • Staff talk about children belonging to their family worker groups • Staff to ensure they plan for progression in children's self- help skills. • Staff to introduce a greater range of role play experiences as the children gain confidence. • Staff to plan for specific cultural events—discussed and celebrated together.
Impact	<ul style="list-style-type: none"> • Children will learn that Nursery itself is a community for them and their families. • They will begin to learn about being respectful to differences, whether its people, likes and dislikes, or in environments. • Children will begin to have a good understanding of their surroundings both inside Nursery provision and outside in the garden. • Children will begin to learn some names of features that they see in Nursery and on their journey to Nursery in the local community. • Children will begin to show interest in how things work, move, change and grow. • They will begin to understand how to care for other living things and develop positive attitudes about different cultures. 		

	The World	Technology	People and Communities
Developing Stage 3 Intent	<ul style="list-style-type: none"> Children will use objects in small world for the correct purpose. Begin to describe a journey. Begin to name and identify objects, trees, roads, buildings. Understand that living things need to be cared for. Begin to understand simple life cycles, change and growth. Explore using their senses, learning language to describe what they see, hear or feel. Examine change over time and know that there are many different types of weather. 	<ul style="list-style-type: none"> Children will show an interest in electronic equipment such as CD players, interactive whiteboards and battery operated toys. Complete a simple game on a tablet / interactive whiteboard, controlling actions on the screen with some support when needed. Listen to instructions carefully so that they can use equipment safely. 	<ul style="list-style-type: none"> To begin to listen to others when they talk about themselves. Identify themselves within pictures and talk about what they were doing when the picture was taken. Start to recognise that other children celebrate events at different times to them, e.g. other children birthdays. Children will begin to name recognisable people / jobs in their local community e.g. Police Officer.
Implementation	<ul style="list-style-type: none"> Provide a range of small world areas Fiction and non-fiction books. Explore areas in garden, bug hunts etc. Watch and learn about eggs hatching. Planting seeds in greenhouse Provide baking activities where children can see changes, liquids to solids, melting etc. Experiment with ice outside when cold. 	<ul style="list-style-type: none"> Provide a range of ICT equipment for children to use independently. Provide old mobile phones, cameras, video recorders etc. for children to play with and investigate. 	<ul style="list-style-type: none"> Encourage children to identify themselves within pictures, looking at work displayed around the nursery and talk about what they were doing when the picture was taken. Staff to encourage children to talk to other children, identifying them by name. Celebrate each child's birthday in Nursery, singing happy birthday and talking to them about how they are going to celebrate their special day; looking at their baby photograph etc.
Impact	<ul style="list-style-type: none"> Children will enjoy pointing to and identifying themselves in pictures, and work on the walls around Nursery. Children will begin to develop a sense of pride in their work, belonging and individuality. Children will be excited that it is their birthday, and show excitement and enjoy singing happy birthday when celebrating other children's birthdays. Children will have confidence in operating some ICT equipment, some children have very good skills on the iPad swiping and tapping however most children now have access to mobile phones, iPad etc. at home and this is reflected in their ability and confidence. Children will feel confident to have a go at activities that involve animals, with support and supervision. Children will feel confident about how to look after living things and show an interest in the environment. 		

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Embedding Stage 4 Intent	<ul style="list-style-type: none"> • Begin to understand early map skills how to get to locations. • Begin to understand that we need to care for the environment and living things. • Experiment how things move and forces, cars, making them faster / slower. • Life cycles, and seasons. • How to keep healthy and why its important. • Investigate light and reflective surfaces. 	<ul style="list-style-type: none"> • Children will gain confidence when operating some electronic equipment • Will listen to stories about staying safe when using the internet or mobile phones. • Take photographs. • To talk about cause and effect, when baking, using simple tools, hammers etc. 	<ul style="list-style-type: none"> • Children will explore, take an interest in and begin to record their own life story and family history in simple terms. E.g. Talk about siblings and other family members who don't live in their home. • Children will be aware that children in Nursery will like different things, may speak different languages, wear different clothes, eat different food or celebrate events different to their own.
Implementation	<ul style="list-style-type: none"> • Show children different types of seeds when planting. • Plant a range of flowers and vegetables. • Staff to plan a range of activities based on investigating forces, light, dark, using mirrors, prisms, torches, dens etc. • Non-fiction books, garden centre role play. • Talk about recycling. • Set up simple investigations. 	<ul style="list-style-type: none"> • Model how to use different buttons on the iPad/ whiteboard. • Provide opportunity to use battery operated toys. • Encourage children to have a go at taking photographs. • Provide opportunity for children to use simple tools with supervision. • Provide lots of opportunities through baking and cooking, using microwaves, ovens, hobs, weighing scales, etc. 	<ul style="list-style-type: none"> • Staff to invite other members of the community to come into Nursery to talk to children. • Staff to encourage parents to provide further information to help plan relevant personal activities that mean something to specific children. • Encourage children to talk about special events in their own past. • Provide multicultural resources in the role play area, books, jigsaws, signs around the provision etc. • Taste different foods from different cultures.
Impact	<ul style="list-style-type: none"> • Children will ask questions and are interested in different cultures; they enjoy dressing up and looking at different foods and cultures. • Children will understand that some children communicate in different ways and don't always enjoy the same things. • Children are confident using tablets, selecting a game and using it successfully. • Children confident in taking photos on working cameras and iPads. • Children enjoy and take part in baking activities, listening to and following instructions for their own safety. • Children begin to use simple tools safely and effectively. • Children will begin to show an understanding of what we need to recycle and why. • Children will begin to be confident when investigating objects and question why things happen. 		

	The World	Technology	People and Communities
<p>Understand -in and Applying</p> <p>Stage 5 Intent</p>	<ul style="list-style-type: none"> • Make own maps for a journey and use it. • Take part in recycling with Nursery. • Knows what a plant needs to grow and care for their plants. • Know some vegetables grow under the ground and some above the ground. • Begin to name parts of plants. • Recognise different weather conditions require different clothing. • Through testing, know that some materials are used for a specific purpose. 	<ul style="list-style-type: none"> • Use devices to record their voices and play the recording back to others, e.g. talking tins, talking clipboards. • Learn how to print photographs and how to copy examples of their own work, i.e. photocopy or scanning. 	<ul style="list-style-type: none"> • Children will begin to learn that people in the local community have different jobs to do. • Children will talk about special events in their own past, e.g. holidays, relatives that live abroad etc. • Children will talk about where they live and about their local community. • Children will recognise that there are others at Nursery who may celebrate different festivals which are different or the same to their own such as Christmas, Diwali and Chinese New Year.
<p>Implementation</p>	<ul style="list-style-type: none"> • Story sacks and stories of the week discuss plants, vegetables, growing etc. • Observational drawing of plants, fruit and vegetables. • Provide opportunities for investigating materials, constructing and testing. • Discuss the weather and encourage children to dress independently 	<ul style="list-style-type: none"> • Staff model how to use talking tins etc. successfully and provide opportunity for children to explore. • Encourage children to take photos and show how to print them off. • Model new words and vocabulary when photocopying and scanning. 	<ul style="list-style-type: none"> • Encourage children to talk about their parents jobs and ask questions when we have visitors in Nursery e.g. Police, paramedics etc. • Provide non-fiction books—people who help us etc. • Resources and cultural equipment in role play area, dressing up clothes from different cultures. • Learn new words in different languages that are spoken at Nursery, for example, Good morning! How are you?
<p>Impact</p>	<ul style="list-style-type: none"> • Children will share visits they have had on holidays to other countries, e.g. postcards and photographs. • Children will enjoy visitors who attend nursery and be able to think about relevant questions to ask them. • Children will treat visitors with respect. • Children will enjoy role play and gain confidence when dressing up and using equipment from a range of other cultures. • Children will take pleasure from listening to their own voices and watching recordings of themselves singing or dancing for example. • Children will develop listening skills and concentration when using tools. • Children will be able to describe the four seasons and understand differences in weather, cold weather in Autumn and Winter, and warmer weather in Spring and Summer. 		

	The World	Technology	People and Communities
Secure Confident Learners Stage 6 Intent	<ul style="list-style-type: none"> Begin to show an awareness of different towns and places and countries beyond Northampton. Understand some materials are harmful for living things e.g. plastics. Name parts of a plant. Cook and taste different foods grown in Nursery. Begin to be aware of the life cycle of plants. Know that there are different materials, wood, plastic, metal. Name different weathers correctly. 	<ul style="list-style-type: none"> Become aware that information can be received from computers. Complete a simple program on a computer / interactive whiteboard. With adult support, find music and pictures online to support their own learning. Know what to do if they see something that upsets them or don't like on a computer or mobile. 	<ul style="list-style-type: none"> Children will confidently talk about events in their own lives and past experiences. Children will celebrate a range of special events and visit parts of the local community. Children will begin to understand that things have happened a long time ago and listen to stories to help them further develop their understanding. Children will begin to recognise differences and similarities that connect and distinguish them. Children will be prepared for the transition to primary school.
Implementation	<ul style="list-style-type: none"> Walk to local points of interest, church, post box, park etc. Talk about and take part in road safety week. Show awareness of road safety. Grow, cook and eat vegetables at Nursery. Look at and read non-fiction and fiction books about the environment, Living things, materials etc. 	<ul style="list-style-type: none"> Model that the internet can be used to find information and suggest this as part of their learning. Model searching online and support finding music / pictures. Provide age appropriate games to play. 	<ul style="list-style-type: none"> Possible opportunity to watch the Nativity Play at one of the local primary schools Visits to local areas Children will attend school visits and their teachers visit Nursery and have the opportunity to talk to each other in their Nursery provision.
Impact	<ul style="list-style-type: none"> Children will leave Nursery as confident, independent learners with fond memories of their exciting and interesting experiences at Nursery. Children understand that they are part of different groups, the wider local community, the Nursery setting, their key worker groups and their family. Children will be ready to move onto primary school, being able to use all of their skills and knowledge they have learn at Nursery to help them settle successfully and quickly into their new school life. Children will be aware that information can be found online to answer questions they may have. Children will be aware about online safety and what to do if they feel upset or don't like something they have seen. Children will have an awareness of healthy foods and enjoy tasting fruit and vegetables. Children will know the effects of eating healthy and having good hygiene practices has on their body. Children will show an awareness of how to care for living things and the environment. 		