**Intent:**

At Hindley Nursery School we will support and guide our children to make sense of the world around them and the community that they live in, enriching and widening their real life experiences and opportunities to develop understanding and vocabulary within the context of the diverse world that we live in.

**We intend to:**

* Provide real life experiences to enable children to explore the world around them indoors and outdoors.
* Develop children’s Characteristics of Effective Learning (COEL) – children being curious, involved, and independent and intensively engaged in activities and showing persistence to support a deeper level of learning and development.
* Develop our children’s curiosity and confidence to explore materials and living things to learn about how they work or grow and how to look after and care for them.
* Develop vocabulary to be able to look closely at things and describe what they see.
* Look at and find information about the world around us using books, people and technology.

**Approach**

At Hindley Nursery School, our approach in supporting children’s Understanding the World begins by exploring the learning environment around them both indoors and outdoors . The learning environment has been created to promote a high level of curiosity and exploration. Activities are carefully planned following children’s needs and interests, cultural events and real life experiences so that children can learn and explore the world around them. Areas of continuous provision include a variety of natural, sensory and stimulating objects and resources that develop exploration, engagement, motivation, curiosity and critical thinking. This encourages a high level of involvement where children demonstrate greater concentration levels and are absorbed in their activity. Practitioners are responsive as they tune in to children’s needs and interests and are flexible and able to adapt practice to ensure children are supported and challenged at the appropriate level.

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| **UNDERSTANDING THE WORLD: The Natural World** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point** | * I show curiosity about the world around me, through play and exploration * I use simple words to make comments about the weather / seasons / plants / animals. | * Continuous access to large **outdoor natural learning environment** * Activities using **natural resources** to explore and investigate. |
| **Rising Three End Point** | * I use simple sentences to ask questions and make comments about the natural world around me. * I have a keen interest in exploring the seasons, through outdoor play and sensory trays. * I like to watch things grow and change. * I use a range of media to make marks that represent main details of animals and plants. * With my key worker I can look after the learning environment indoors and outdoors. | * **Woodland** activities to explore the natural environment. * **Large outdoor space** available for exploring, digging, investigating. * Adults model how to look after the learning environment and encourage children to help. |
| **Pre-School End Point** | * Through play, creativity and questioning I explore the natural world around me. * Using my experiences I can talk about the similarities and differences of the world around me and how it changes throughout the year. * I can talk about the seasons and the main characteristics of the changes. * I use a range of media to make detailed pictures of animals and plants. * I know that I can gather information from a range of sources e.g. pictures, computer, books. * I can talk about and demonstrate my understanding of life cycles of plants and animals * I care for the nursery environment indoors and outdoors and can talk about how I look after it. | * **Woodland** sessions with adult led activities included. * Interests are explored and shared at group times. * A range of media is used by the practitioner to model how information can be gathered. * **Life cycles** of plants, tadpoles are discussed. * Children are encouraged to be independent in looking after the environment. |

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| **UNDERSTANDING THE WORLD: People, Culture and Communities** | | |
|  | **Sequence of learning** | **Our unique Approach** |
| **Two Year Old End Point** | * I make comments using simple words about my immediate environment as I interact with it. * I am showing curiosity and interest about people that I am familiar with. * I recognise key people in my life. | * **Key person** system in place. * Adults focus on the child and their f**amily**. |
| **Rising Three End Point** | * I can use new language and information I have learnt from texts and experiences. * I can describe my environment in simple sentences. * Using simple sentences I can tell you about the different religious and cultural communities of children within my class. * I am recognising the similarities and differences of children with in my year group. | * Adults follow the **cultural calendar** and celebrate these events in nursery. * **Equality objectives** in place and diversity celebrated and challenged by adults in nursery. |
| **Pre-School End Point** | * I can use new language and information I have learnt from texts and experiences. * I can describe my environment in complex sentences. * I can tell you about similarities and differences between the different religious and cultural communities within the area I live. * I am able to explain some similarities and differences between life in this country and life in other countries. * I show interest in different occupations | * Adults explore cultural celebrations in more depth and compare them to the children’s own experiences. * Topics around occupations and inviting people with different occupations in to talk to the children about their job role. |