

Understanding 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 their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery 1 (Early Explorers)	No Active Cohort Present: Continuous rolling intakes for Nursery 1 begin in Spring 1 (January) and Summer 1 (April). Baseline Mapping: Upon entry in January/ April, practitioners will utilise the Spring/Summer development milestones to establish immediate, child-focused baseline parameters.	People, Culture and Communities: - Expressing a growing sense of their own family unit and sharing home stories. - Building a warm awareness of their new nursery friends and practitioners. Past and Present: - Engaging in pretend play to actively imitate everyday routines and events from their own home lives. The Natural World: - Exploring the physical properties of the environment by playing with ice, fake snow, and water to observe changes. - Acquiring basic physical skills in operating simple cause-and-effect toys with buttons, flap books, or dials.	People, Culture and Communities: - Showing explicit interest in the lives, occupations, and daily routines of people who are familiar to them. Past and Present: - Talking comfortably about recent past events within their immediate family life (e.g., a weekend trip or outing). The Natural World: - Knowing the names of common farm animals and matching baby animals to their mothers. - Playing with a wide range of materials and loose parts to naturally learn cause-and-effect relationships (e.g., constructing simple tracks).
Nursery 2 (Confident learners)	People, Culture and Communities: - Showing interest in photographs of themselves, their own family members, and their pets. - Recognizing that people who help us (e.g., firefighters, doctors, police) are	People, Culture and Communities: - Learning that some animals and people live in very cold, snowy environments (the polar regions) that are completely different from their own town.	People, Culture and Communities: - Showing genuine interest in the role of a farmer, identifying how food grows, and recognizing that other children may enjoy different foods or customs.

	important figures in their immediate community. Past and Present: - Remembering and talking about significant events in their immediate experience, such as their recent birthday or starting nursery. The Natural World: - Showing curiosity about wild animals, matching distinct jungle creatures, and exploring textures using water, mud, and foliage in continuous provision. - Showing an interest in simple mechanical resources, cause-and-effect toys, and tools like pipes and funnels in water play.	Past and Present: - Expressing awareness that astronaut explorers travelled into space and to the moon in rockets, linking this directly to small-world reconstructions. The Natural World: - Observing, describing, and asking questions about the physical properties of ice, freezing, and melting during polar sensory play. - Knowing that information can be retrieved from digital screens or books with adult guidance, and demonstrating physical skills in making moving toy rocket models work.	Past and Present: - Developing an early understanding of the deep past, recognizing that dinosaurs lived a very long time ago and are now extinct. The Natural World: - Looking closely at similarities, differences, and patterns in nature, such as planting seeds and tracking what a plant needs to grow. - Creating basic content such as drawing a digital picture of a dinosaur on a tablet or operating simple audio devices to hear animal sounds.
Reception	People, Culture and Communities: - Naming and describing the specific roles of people who are important in their community (e.g., paramedics, dentists, librarians). - Knowing and discussing key similarities and differences between different families, traditions, and immediate communities. Past and Present: - Talking about the lives of the people around them and recalling past events in their own lives using family trees or baby photos. The Natural World:	People, Culture and Communities: - Knowing that there are different countries in the world, identifying the Arctic and Antarctica on a globe, and talking about contrasting environmental features. Past and Present: - Commenting on images of historical events, and comparing past space exploration (e.g., the Apollo 11 moon landings) with modern rocket technology. The Natural World: - Describing how distinct polar animals survive (e.g., blubber, thick fur) and understanding the stark effects of	People, Culture and Communities: - Showing interest in different occupations and ways of life, specifically focusing on farming, agriculture, and land use in their country. Past and Present: - Asking relevant questions about the ancient past, contrasting prehistoric times with the modern world, and classifying objects as "recent" or "a long time ago." The Natural World: - Talking clearly about what plants and animals need to live, identifying life cycles (e.g., from egg to chicken), and discussing the importance of protecting habitats.

	- Exploring a diverse natural habitat (the jungle/rainforest), identifying specific canopy-dwelling animals, and observing local seasonal decay as autumn changes. - Learning how to operate simple digital equipment safely, including turning on devices or interacting with interactive board games.	freezing and melting in the wider natural world. - Completing basic functions on a digital device, such as choosing an option on a screen or utilizing age-appropriate software to create a digital space picture.	- Using digital library skills or child-safe internet search engines with close adult supervision to retrieve fascinating facts about dinosaurs.
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