



**Fairfield Nursery School**

**Understanding the World Curriculum**

## **EYFS Statutory Framework 2021 - Early Learning Goals:**

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

Past and Present Children at the expected level of development will: - 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; - Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling.

People Culture and Communities Children at the expected level of development will: - 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.

Natural World Children at the expected level of development will: - 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.

## **The Principles /Intent for The World**

- To develop children's ability to connect, notice and make sense of the physical world around them.
- To develop children's scientific working such as the ability to research, experiment, classify and test.
- To develop children's a sense of place through learning about geographical development within their experience and further afield.

## **Research**

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.

Learning about the world involves children making sense of their physical world and community to be able to notice the similarities and differences in the world around them through meaningful experiences. Young children are naturally curious wanting to be involved in all the things they notice around them- often why they like to touch everything close by to help them explore these new objects and find out what they are, because of this learning through cause and

effect is a big area of helping children to understand the world around them as is young children questioning things- they will often regularly ask why because they are keen to find out more about the things around them. Theorists Lev Vygotsky and Jean Piaget believed that children actively try to understand the world around them and come up with their own theories as to explain everything they see happen. Children question everything they see happen, if the explanation they get is too complicated they begin to come up with their own theories (Gopnik & Wellman, 2012). There are many ways in which children do this to help increase their learning and development including investigating by touching, holding or pressing things and by climbing on and jumping off things using all of their senses as well as testing and talking about different ideas. Children need chances to explore and experiment, observe, problem solve, predict, think critically, discuss and make decisions. Children also learn about the world around them through visiting different places and their own home environment and having conversations about what they observe. Their learning begins with them discovering more about their home environment before moving onto the different journeys they might experience e.g. the walk to nursery before moving onto visiting different places e.g. the beach and wanting to find out more about these different places. Forest schools are also a very popular way of children being able to learn about their natural world around them where children can experiment in a completely natural environment, taking part in different risk taking and challenge activities such as climbing trees. However learning about the world isn't just focused on the outdoor environment which many people think, children are also able to do this indoors exploring everyday objects that provide curiosity to them. Children are more likely to want to learn about the world if it is something that interests them in an environment where they feel safe and secure to further their explorations. The Reggio Emilia approach believes that the environment should be the third teacher in helping a child's learning and development and therefore if planned carefully can provide children with vast and unique opportunities to help them be able to learn about their world. All different types of play can help children to learn about the world around them, however this needs to be carefully planned to enable this to its full potential and involve lots of first hands experiences. These activities should be able to be extended to help increase children's knowledge and learning further providing them with a sound understanding of the world around them. Learning about the world is a process where skills, knowledge and understanding can be

developed over time. This can also be known as a spiral curriculum where children's previous learning is continuously built on to enable them to carry it on. However there is a gap in research showing the true benefits of how children learn about the world around them and how this can support their learning and development, often being a section that isn't primarily focused on as much as more academic areas such as English and Math's meaning many children don't get as many opportunities as possible to explore the world around them. Many children also don't get these opportunities in their home life due to not having access to things to enable them to be able to do this as well as parents being unsure of how best to support their children within understanding the world- many are often afraid of the risk taking element (Clements, 2004) therefore showing the need for a uniquely planned curriculum that will enable young children to be able to understand the world they live in to their full potential which will therefore mean they are equipped with the knowledge and understanding that they need and will help them in later life.

### Key Learning linked to The World: working scientifically

- EXPLORE/OBSERVE: look closely at/notice
- DESCRIBE: talk about what they notice/observe; talk about changes they notice and changes over time.
- RECORD: Draw pictures, take photographs, make models or scrapbooks
- QUESTIONING: Shows an interest in/is curious about; ask questions about what they notice/observe or changes that occur.
- EXPLAIN: talk about why things happen/occur; talk about how things work.
- RESEARCH: talk to people(visits/visitors/family), think of questions to ask to find out and find out how things work; use first hand experiences/use secondary sources (books, photographs, internet).
- EQUIPMENT AND MEASURES: use senses/use simple equipment to make observations (e.g magnifiers, pipettes, egg timers, digital microscopes, etc)
- COMPARE/SORT/GROUP/IDENTIFY/CLASSIFY: notice similarities, notice differences and talk about these.
- TEST: make suggestions, show resilience, work with others
- VOCABULARY: use simple vocabulary to name and describe the objects, materials, living things and habitats.

## Working Scientifically

### INTENT

		I am exploring the world around me using all my senses.	I am investigating my surrounding and notice changes.	I am using my knowledge of the world around me and making connections within my experiences.	I am curious about the changes in the environments and I am able research and share why these happen.
	Explore/observe	Explores the world around	Connects with the world around them and embraces time	Shows care and concern for the world around them and understands	Spends sustained time in the natural world. Notices processes and

		<p>them through all of the senses</p> <p>Is interested when adults point out features of the natural world</p>	<p>outdoors. Notices features and begins to show care and concern, with support</p> <p>Explore movement light, materials.</p>	<p>why we must look after the planet</p> <p>Makes detailed observations of what they see and connects through role play, art and crafting</p>	<p>returns to observations as things change, for example over the seasons, with different materials, light, movement.</p>
	Describe	<p>Listens to new language and use some simple nouns or verbs to describe their observations.</p>	<p>Can talk about some of the things they observe using short phrases and a wider vocabulary. Begin to name some common examples</p>	<p>Describes processes or changes over time, for example growth or decay.</p> <p>Describes taste, sounds, smell and texture.</p>	<p>Offers suggestions about why or how their observations may be and describes changes over time.</p>
	Record	<p>Holds onto objects to keep or share with others.</p>	<p>Begins to record observations by taking photographs or through drawing</p>	<p>Records in wider ways for example through modeling or scrapbooks</p>	<p>Makes detailed recordings of their understanding of the natural world through various media, literacy, maths etc</p>

	Questioning	Is curious about the world and engages this curiosity through sensory explorations.	Asks simple questions about their observations	Asks questions about their observation of processes and change	Asks more complex questions, such as 'how' and 'why' and may also question answers given or
	Explain	Share their sensory experiences with others.	Talk about what they notice.	Offers suggestions and ideas about how things work.	Offers possible solutions or explanations to own questions and those of others.
	Research	Enjoys exploring the world around them using their senses.	Shows deep level involvement in their explorations and may return at different times, for example observed through schematic exploration	Asks questions or returns to interests to find out more. Builds on their knowledge and experiences.	Embraces time in new spaces and engages in new experiences. Asks questions and wants to find out more. With support, will look for new information in books and on the internet.
	Equipment and measures	Shows interest in equipment such as magnifiers, pipettes, microscopes, egg timers etc.	Begins to use the equipment to investigate interests further.	Starts to understand what the equipment is used for and uses it to find out more.	Chooses equipment for a purpose and uses it appropriately to support learning.



	Compare/sort/group/identify/classify	Explores resources of similar properties and in contrast those that are very different	Begins to sort by category such as colour, shape.	Groups objects with more in depth knowledge and makes comparisons.	Suggests why materials or objects should be classified in a certain way.
	Test	Return to sensory explorations over again	Tests ideas by returning to investigations and trying something new	Keeps trying and shows resilience when testing ideas	Works with others to test ideas and suggest alternative ways of doing things.
	Vocabulary	Use simple nouns to name some things they see.	Begins to use verbs as well as nouns to describe objects, materials, living things and habitats.	Uses a wider vocabulary to describe these things including language linked to scientific exploration.	Begins to use vocabulary that questions and explains

#### **Key Implementation linked to The World- working scientifically**

At Fairfield, we have a large indoor space as well as an extensive outdoor area. This area encompasses a large sand pit, garden area and small woodland. Children have free flow access to the outdoors all year round and so learning opportunities in the natural world are vast. Outdoor staff remain based there all year round to support children's continuous learning.

#### **Working Scientifically**

## IMPLEMENTATION

		<b>I am exploring the world around me using all my senses.</b>	<b>I am investigating my surrounding and notice changes.</b>	<b>I am using my knowledge of the world around me and making connections within my experiences.</b>	<b>I am curious about the changes in the environments and I am able research and share why these happen.</b>
	Explore/observe	Activities including listening/environment walks, chance to independently explore the indoor and outdoor environment, opportunities to try different foods and talking about these during snack time such as their size and colour as well as having the children	Possible Forest School sessions where children can explore different materials not found indoors or the garden e.g. mud.  Carefully planned outdoor activities for children to engage in supporting all areas of learning and development but based around children's interests.	Children showing more independence e.g. tidying up after themselves, holding mini-beasts carefully, continuing to feed the birds. Staff and children sharing conversations about why this is important with adults prompting children with questions to help them further their explanations e.g. "Why do you think that is important?" Children understanding caring for the environment further e.g. through looking in books	Possible longer Forest School sessions for children.  Encouraging children to explore the outdoors with activities planned to their interests to encourage this.  Staff to provide provocations for children to develop their understanding of change e.g. planting seeds, making ice, changes in the weather, different seasons and encouraging children to return to this over time and talk about the changes they are seeing e.g. the ice melting as the

		<p>involved in making their own snack, activities that allow children to experiment with different textures e.g. shaving foam, clay, playdough, water/sand play, ice.</p> <p>A range of both made and natural objects for children to interact with and look at e.g. plants, sticks, ice.</p> <p>Opportunities to explore the natural world through the different seasons.</p>	<p>A range of exciting experiences outdoors for children to engage in e.g. mud kitchen, digging patch, water and sand area.</p> <p>Staff talking to children about the different things they might see in their environment and listening to the children talk about things that have captured their attention.</p> <p>Staff modeling showing care and concern and getting children involved with it starting off basic</p>	<p>and watching videos on laptops.</p> <p>Small group discussions where children can talk to peers and adults about what they have seen indoors and outdoors e.g. the different changes in the seasons.</p> <p>Provocations out in continuous provision to further the learning of things children might have seen e.g. feathers in the clay if birds have been an interest, pictures of birds to paint, woodland small world set up to encourage role play etc. reflecting the environment the animals would live in with resources that the children can use to add</p>	<p>weather gets warmer. Children could use cameras/I-Pads to take photos of the natural world and reflect on these at different points, noticing the differences. Staff will prompt these discussions but encourage children to suggest their own ideas and find out more through using books, laptops etc.</p> <p>Children to continue to their explorations e.g. what happens when different types of material are placed on a light box or what happens to the natural light outdoors during the different seasons, exploring how the sunlight changes shadows made at different points during the day e.g. through shadow drawings to explore how different</p>
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		<p>Visitors coming into nursery e.g. birds of prey for children to make new observations.</p> <p>Mirrors out in provision for children to notice their own features and the features of others. Adults to help children to begin with pointing out their different features e.g. eyes, nose.</p> <p>Songs/rhymes that introduce children to the language of different body parts that they will then begin to use e.g. head,</p>	<p>e.g. tidying up resources once finished and then moving onto things like watering the plants, being kind to minibeasts etc.</p> <p>Talking to children about different animals e.g. farm and minibeasts and the importance of caring for them- what they need to live and grow, regularly feeding the birds to help children understand the importance of caring for them.</p> <p>Exploring both natural and artificial light e.g.</p>	<p>to the scene e.g. twigs/leaves to create the animal habitats. Include photos of the real things e.g. if a birds of prey visit has happened use the photos taken so children can re-create the different features.</p> <p>Other role play set up such as garden centres, pet shops, doctors depending on children's interests including real life objects such as seed packets, plant pots, bandages, soft toys.</p>	<p>they are at different times of the day.</p> <p>Talking about why things move and how it works e.g. the wheels on a train, how the water flows from one end of a pipe to the other.</p> <p>Creating animal habitats such as bug hotels/wormeries that children can return to over time and talk about the different changes they observe happening.</p> <p>Opportunities for children to make their own malleable materials e.g. playdough where they can add and experiment with different ingredients and explain to others why they have chosen to do this. Linking this to outdoors as</p>
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		<p>shoulders, knees and toes.</p> <p>Musical instruments for children to explore and experiment with different sounds.</p>	<p>creating patterns with materials on a light box, exploring torches, exploring the natural sunlight outdoors and the shadows that are created by the sunlight with children drawing these e.g. with chalk outside.</p> <p>A range of materials to create with e.g. blocks, paint, clay, collage materials.</p> <p>A range of resources that move e.g. trains, cars, building towers with blocks/shapes and watching them fall as they get too tall</p>		<p>well where children can changes the textures and consistency of materials using tools e.g. mud play in the forest alongside equipment like spoons, forks etc.</p>
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			<p>or balance, the movement of water and sand in different ways such through adding equipment such as pipes, funnels, jugs. Malleable materials such as playdough where children can experiment with different ways of moving e.g. squashing, pushing, pulling.</p> <p>Large outdoor space where children can experiment moving in different ways e.g. fast and slow.</p> <p>Mirrors out in provision for</p>		
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			<p>children to notice their own features and the features of others.</p> <p>Opportunities to engage in exploring different types of animals e.g. different types of animal small worlds- farm, zoo etc., books about animals and video clips on computers.</p>		
	Describe	<p>Staff to model new language to children during their sensory explorations e.g. loud, soft, sweet, cold, wet.</p> <p>Staff to introduce new language to</p>	<p>Staff to model new words and phrases for children to be able to describe the things they have seen and repeating this language for children to become familiar</p>	<p>Activities such as planting seeds with staff modeling the language for children to then use such as talking about how they grow and need caring for and what happens when they die.</p>	<p>Small group discussions between adults and children about the things observed and returning to these areas of observation at different points over time to notice and discuss the changes e.g. changes in the seasons, changes in the shadows made by</p>

		<p>children when talking about things they have seen for them to then use when talking about their own observations.</p> <p>Using sound recorders to record new sounds which can then be played back to children for them to identify through describing. Adults to model the new language if they are sounds children may not have heard before.</p>	<p>with and then use often during conversations with others e.g. the features of a plant, common animal names e.g. 'petal', 'stem', 'leaf', 'dog', 'fish', 'elephant'.</p> <p>Children building up their vocabulary to talk about the different features of animals they have noticed e.g. 'a bird has feathers and a beak', 'the ice had melted.'</p>	<p>Adults modeling new language to children about the changes from the different seasons.</p> <p>Activities that encourage to use all of their senses e.g. different sounds to listen to, foods to taste and smell such as at snack time and talking to the children about these including size and colour and having children involved in helping to prepare their own snack, interesting objects to look at, textures to touch e.g. clay, shaving foam for them to then talk about. Staff to model the describing words first when playing alongside children.</p> <p>Conversations between children and staff about</p>	<p>sunlight, what happens when ice melts. Adults will include new language in these discussions for children to begin to use.</p> <p>Using the community garden regularly with children where they can plant different things, learn about caring for the plants and talking about the changes they are noticing-returning to this over time.</p> <p>Adults to prompt children's explorations with questions to help them explain why things are happening e.g. "Why do you think that happened?" which will then encourage children to begin automatically and independently explaining why things</p>
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				the different changes they are noticing with adults introducing new language to children e.g. ice melting and describing what they see happen.	happen during their explorations.
	Record	<p>Lots of natural/loose parts materials that capture children's interests to collect e.g. shells, beads as well as opportunities to collect natural items during outdoor play.</p> <p>A range of containers/bags available for them to collect items in.</p>	<p>Clipboards and pencils for children to record their observations.</p> <p>Mirrors out in provision for children to record their own features that they see through observational drawings.</p> <p>Children's I-Pads/cameras for them to take photos of things they have</p>	<p>Resources such as clay, junk modeling, paint for children to make the things they have observed, using photos of things such as birds of prey visits that have happened to inspire their creations.</p> <p>Encouraging children to go into more detail when doing observational drawing e.g. looking in mirrors and focusing on more detailed features of themselves such as eyebrows or eyelashes.</p>	<p>A range of media e.g. paint, clay, pens/pencils for children to be able to record their observations of the natural world. Using photos from any visits that have happened e.g. birds of prey to help children re-create the features. Other activities that show this understanding in all areas of learning e.g. making graphs of how many items they have seen, simple writing about things such as how to grow/care for a plant. Adults will</p>

			<p>observed which they can then reflect on at different points in the year. Use these to create interactive displays that will inspire children's further work and encourage them to continue their explorations.</p> <p>Having items of interest out in provision e.g. plants or flowers that have captured interest in the drawing area for children to complete observational drawings of.</p>	<p>Small focused project groups focusing on a specific interests of the children that is built on and developed over time and documented in a floor book/scrapbook with photos, children voices, specific learning etc. Projects that can be built on and returned to over time e.g. diaries to recording things like plant growth.</p>	<p>incorporate these activities into all areas of provision.</p>
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	Questioning	<p>A range of new experiences to keep children engaged and curious focusing on all their senses e.g. new sounds, tastes, smells, textures and things to look at such as musical instruments, food tasting, water/ice play.</p> <p>An investigation area in provision that will regularly have new and exciting things for children to explore to broaden their curiosity e.g. feathers, parts of a plant, ice.</p>	<p>Interesting and exciting activities planned for children that encourage them to ask questions to find out more e.g. what happens when different things are added to water or when ice melts children may ask 'Why does it go to the bottom?', "Why is it turning to water?" Adults to model these questions to begin with.</p> <p>Visitors coming into nursery e.g. mobile farm, birds of prey that will encourage children to ask</p>	<p>Interesting activities that encourage children to ask questions e.g. different colours added to water, melting ice, floating and sinking activities, prompting children to ask 'How does the water change?' 'Why does it melt?' 'Why does it go straight to the bottom?' Adults to still prompt the questions where needed but gradually do this less.</p> <p>Visitors coming into nursery e.g. the mobile farm or birds of prey that will encourage children ask questions about the things they are seeing both during the visit and after. Adults to help children decide on</p>	<p>Interesting activities that encourage children to ask questions e.g. different colours added to water, making ice, exploring floating and sinking prompting children to ask 'How/why does the water change?' 'How does the ice melt?', 'Why does it go to the bottom?' with children beginning to come up with their own answers to the questions. Adults to provide children with some answers to their questions encouraging/prompting them to ask further questions about their explorations.</p> <p>Adults to join in with the children's explorations asking questions as they explore e.g. 'How does it feel?' but ensuring not to</p>
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			<p>questions about what they see both during the visit and after as they reflect on it. Adults to discuss the types of questions children could ask with them before the visit.</p>	<p>appropriate questions to ask before the visit.</p>	<p>over question/test the children allowing them to talk about their explorations themselves.</p> <p>Visitors coming into nursery e.g. mobile farm or birds of prey that will encourage children to ask more complex questions involving 'why' and 'how' such as "Why is that bird bigger than that one?", "How does he eat?". Adults to discuss with children questions that could be asked before a visit.</p>
	Explain	<p>A range of sensory activities e.g. ice play, paint, water, baking that children can engage with alongside each</p>	<p>Children talking about the different things they notice when participating in their activities starting off basic with single words and gradually</p>	<p>Activities such as baking, ice play, seeing which objects float or sink where children can make their own suggestions about how things happen e.g. how it turns from a solid to a liquid,</p>	<p>Activities such as baking, making/melting ice, exploring floating and sinking done in smaller groups where children and adults can discuss what they see happening and why this might be</p>

		<p>other or together. Adults engaging in these experiences with the children as well making sure the spaces are large enough for multiple children to play at one time.</p> <p>Sharing snack time together as a small group with opportunities to try different foods and talk about the different features of them e.g. size and colour. Children being involved in helping to</p>	<p>building up their vocabulary to be able to use simple sentences. Adults to model the language used while engaging in the activities with the children e.g. this could be done through having different visitors coming into nursery such as birds of prey or a mobile farm. Adults to prompt questions to children to encourage them to do this e.g. "What did you notice?" , "What is happening?"</p> <p>Activities that encourage</p>	<p>why some objects float on top of the water and others move straight down to the bottom using the language they have previously built up. Adults to help children do this by prompting questions to them e.g. "What/why has that happened?"</p> <p>Activities that give children opportunities to make predictions about how things move and why e.g. cars down ramps of different heights.</p>	<p>happening. Adults to gradually take a step back and encourage children to be independent in finding out their answers or working together within the group to answer each others questions but still prompt the questions to begin with e.g. asking things such as "How/why does that work?'</p>
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		<p>prepare their own snack.</p>	<p>children to look at how materials can be changed e.g. baking, making ice, exploring floating and sinking. Adults to introduce the new language to children e.g. melt, float, sink, heavy, light and talk about why the changes happen to encourage children to make their own explanations.</p> <p>Mirrors out in provision where children can talk about the different features they notice including</p>		
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			<p>the similarities and differences.</p> <p>Ensuring there are activities out that are planned according to children's interests that will encourage them to begin to talk about the different things they notice.</p>		
	Research	<p>Lots of sensory activities planned where children can use all of their senses e.g. different textures such as clay, shaving foam, water/ice play, opportunities to try different foods during snack time and baking</p>	<p>Following children's interests when planning activities that will encourage them to stay focused for longer periods of time.</p> <p>Leaving activities out for long periods of time so</p>	<p>Exciting activities planned linked to children's interests that will encourage them to return to them and find out more e.g. previously having added one colour to the water but returning and adding two, exploring one range of objects to see if they float or sink and children then returning to test other</p>	<p>New and exciting activities for children to engage in e.g. Forest School sessions, visitors such as mobile farms or birds of prey where children can explore and find out about things they might not normally be used to seeing e.g. mud, farm animals, birds of prey.</p>

		<p>activities, adding different scents into things such as water and playdough e.g. peppermint, different sounds to hear e.g. music playing during provision and lots of interesting objects out that will capture children's attention and make them want look more closely at them.</p>	<p>children can return to them.</p> <p>A range of open ended resources out such as loose parts that allow children to explore them in their own unique way and possibly using schemas they may have e.g. grouping the objects or lining them up.</p> <p>Adults encouraging children to return to their experiences through prompting e.g. "I wonder what will happen if we try this?"</p>	<p>objects they have found and want to try, experimenting with different ways of melting ice.</p> <p>Leaving activities out for long periods of time for children to keep returning to. Adults also encouraging them to return to activities through prompting them with questions that encourage them to find out more e.g. "I wonder what will happen if we?"</p> <p>Visitors coming into nursery e.g. birds of prey which will encourage children to ask questions to find out more. Adults to work with children to help them to think about appropriate questions they might want to ask</p>	<p>Visitors coming into nursery e.g. birds of prey which will encourage children to ask questions to find out more. Adults to work with children to help them to think about appropriate questions they might want to ask before the visit. Children may then use this as a vehicle for their learning to continue their explorations further e.g. finding out more information about the birds in books found in the nursery library or using the computer to research.</p> <p>During activities such as exploring floating and sinking/ice play children asking questions about how the different materials behave, or what makes the ice melt and being curious to go and find more objects that they</p>
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				<p>before the visit with adults giving suggestions of questions that could be asked to begin with. Children could then build on these experiences as part of their further learning e.g. using birds as a theme to further their knowledge and understanding in lots of different ways e.g. drawing/painting birds, making them from clay etc.</p> <p>Small focused project groups where children can build on their experiences and extended their learning e.g. if birds has been a focus doing different activities linking to this e.g. drawing or painting them, feeding them, looking for them outside,</p>	<p>might want to try or new strategies to get the ice to melt. Adults will prompt the questions to children first e.g. "How does that work?" encouraging children to use these questions themselves in the future and to help them explain their answers to the questions.</p> <p>Using the nursery library where children can find books relating to the thing they are interested in to find out more and use within their learning e.g. they may then choose to draw something they have seen in the book. Using children's laptops/I-Pads where children can research to find out more about something they are interested in which will also help find the answers to</p>
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				researching about them on computers.	any questions they may have. Adults to support children with this to begin with e.g. showing them how to find/search for the information but then gradually stepping away as the children become more confident in finding the information for themselves. Adults to also prompt the children finding out more to begin with e.g. prompting them with questions such as "I wonder if".
	Equipment and measures	A range of equipment for children to explore in continuous provision e.g. magnifying glasses, sound recorders,	Adults to show children how to use equipment such as microscopes, sound recorders, pipettes and magnifiers e.g. to explore different features of a plant,	Children showing more independence in using the equipment e.g. the sound recorders and using them for a purpose rather than just general exploring e.g. to record interesting sounds they may have found and to realise when they may	Children showing more independence in using the equipment e.g. the sound recorders and using them for a purpose rather than just general exploring e.g. to record interesting sounds they may have found or to look at the features of a minibeast

		<p>pipettes and microscopes.</p>	<p>add different colours to water, look for minibeasts etc.</p>	<p>need to use the equipment with adults prompting this to begin with e.g. through making suggestions such as "What if we use".</p> <p>Children also using the equipment to help them further their explorations for example if a minibeast has caught their attention outdoors using a magnifying glass to further explore the features of it.</p> <p>Adults to show the children how to use the equipment to begin with.</p>	<p>using a magnifying glass and being able to go and independently find the piece of equipment they need or ask an adult for it if it is not close by.</p> <p>Children using the equipment that helps them to develop their learning and explorations further e.g. using a magnifying glass to be able to closely see the features of a minibeast that the children could then use to help them do more observational drawings.</p> <p>Adults to demonstrate modeling the equipment first but mainly allowing children to now do this independently.</p>
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	<p>Compare/sort/group/identify/classify</p>	<p>A range of different items e.g. types of leaves, pebbles for children to explore including some with similarities and some that are very different.</p> <p>Baskets with collections of similar objects e.g. shiny items as well as different items that children might not have seen before for them to explore.</p>	<p>A range of different items e.g. leaves, feathers, pebbles for children to make collections of such as sorting them by colours or size. Adults to model the sorting to children first.</p> <p>Empty containers such as chocolate/biscuit trays for children to sort objects how they wish.</p> <p>During water play having a range of different objects that children can test to see if they float or sink to then</p>	<p>A range of items including different leaves, feathers, pebbles including some that are very different for children to be able to sort in more depth showing an awareness of their similarities and differences, using the language to explain these ideas e.g. 'this is one is hard and this one is soft' done when prompted by questions from adults e.g. "What is the same about those ones?" Children doing the sorting more independently relying less on an adult. Adults to model the sorting to children first.</p> <p>Using identification sheets for children to be able to categorise what they</p>	<p>A range of different items e.g. different types of leaves, feathers, pebbles including some that are very different for children to be able to sort and encouraging them to talk about why they have made their decisions. Adults to model the language children could use when doing this e.g. this is softer than that one as well as asking children questions to help them give more in depth explanations e.g. 'What is different about the ones in that group?', "Why have you decided to put that one there?"</p> <p>Opportunities to explore different animal types encouraging children compare and classify them relating to their features</p>
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			<p>be able to sort into categories.</p> <p>When children are categorizing objects adults to ask questions to children that encourage them to explain their decisions e.g. "What is different about the objects?" with them modeling the language first.</p>	<p>have seen e.g. different plants.</p> <p>Opportunities for children to find out about different animal types, encouraging them to notice what makes them similar/different e.g. all elephants have a trunk done through books, computers and small world play.</p>	<p>and to talk about why they have made these decisions e.g. all the animals with feathers in one group- different small world set ups to help children identify the different animals and their habitats using books and computers at first to influence the decisions.</p>
	Test	<p>Leaving the sensory activities out for long periods of time e.g. ice, shaving foam for children to return to and re-introducing them at different points in the year</p>	<p>Children creating things like wormeries/birds nests with different materials and returning to them over a period of time looking at what worked/what didn't and how</p>	<p>Children creating things like wormeries/birds nests with different materials and returning to them over a period of time looking at what worked/what didn't and how they could carry on to make it work e.g. testing different materials</p>	<p>Working together in small groups to create something like a wormery or a bird's nest where everyone can test their different ideas and talk to each other about the different suggestions they have.</p>

		<p>for children to explore in a different way as well as gradually enhancing them to encourage children to want to return e.g. adding mark making tools into things like shaving foam.</p>	<p>they could try something new to get their planned effect.</p> <p>Testing different ideas e.g. feeding the birds two different types of food and returning to the environment regularly to observe which they preferred the most.</p> <p>Leaving sensory activities out over a period of time for children to return to, adding different equipment for children to test different ideas e.g. paintbrushes in shaving foam for</p>	<p>with adults encouraging them to keep trying and be resilient within their explorations.</p> <p>Using the resilience section in the image of the child so both staff and parents can support and encourage children to become resilient learners.</p> <p>Using the large sandpit to build sandcastles with adults encouraging children to keep going and try again if their sandcastle doesn't reach their planned effect through testing different ideas e.g. using more wet or dry sand.</p> <p>Adults to use prompts towards children to encourage them to be</p>	<p>Children making their own playdough in groups testing various amounts of ingredients enabling them to learn through cause and effect and trial and error as well as discussing with their friends how much of each item they need and whether they need more or less.</p> <p>Large open sand area in which children can play alongside and with each other suggesting ideas to each other such as why their sandcastle might not have worked and how they could make it happen if they try again e.g. suggesting they tap the top of their bucket for longer.</p> <p>Testing different ways of melting ice e.g. heat, salt,</p>
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			<p>children to make different marks, being able to experiment with different amounts of water in the sand or adding water to mud in the forest. Adults to encourage children to return to the activities through prompting them with ideas such as "What will happen if?"</p> <p>Children coming up with their own ideas to test e.g. finding different objects they could test in the water tray to see if they float or sink or different ways of</p>	<p>resilient e.g. "Can you think of another way to do that".</p>	<p>cold water within small group explorations. Adults giving children opportunities to make decisions on things they would like to test to try and get the ice to melt.</p>
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			testing how ice melts.		
	Vocabulary	<p>Adults to model nouns to describe objects for children to then use e.g. different types of food at snack time, the different features they may see when looking in a mirror e.g. eyes, nose.</p> <p>Children mimicking sounds to help build up language e.g. brmm for a car. Adults to do this with children but also introduce the relevant words for children to hear and</p>	<p>Adults to introduce new verbs to children to go alongside nouns when talking about objects that they can then use in their discussions.</p> <p>Introducing vocabulary to children that describes the different features of observations e.g. parts of a plant or animal.</p> <p>Children using relevant vocabulary when exploring e.g. using musical instruments</p>	<p>Adults to continue to introduce new language into children's vocabulary when describing objects particularly introducing more scientific words such as compare/predict, float/sink, solid/liquid that children can then independently use through activities such as baking or making playdough where they can talk to others about how they made it.</p> <p>Children using the vocabulary they have built up more independently e.g. being able to name the musical instrument they are using,</p>	<p>Adults to introduce new vocabulary to children to encourage them to question and explain their ideas. Adults to model questions that children could use and questions that encourage them to give explanations to their explorations e.g. "What's happening here?", "Why do you think that has happened."</p> <p>Activities including baking/making playdough where children can explain the process of their activity using language to help them do this and talk about the similarities and differences they notice e.g. 'it feels soft.'</p>



		<p>gradually begin to use e.g. car.</p> <p>Adults introducing new words to children's vocabulary e.g. for a focus on ice words such as cold, melt, freeze, solid, liquid.</p>	<p>vocabulary such as loud, quiet as well as how they use the instruments e.g. bang, shake, when exploring ice words such as cold, water, freeze, melt, solid, liquid. Adults to model this vocabulary first.</p>	<p>the sound it makes and how to play it.</p>	<p>Visitors coming into nursery e.g. birds of prey which will encourage children to ask questions to find out more. Adults to work with children to help them to think about appropriate questions they might want to ask before the visit.</p>
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## Geographical Development (A sense of space)

### **Key Learning linked to The World: Geographical Development (a sense of place)**

- **COMMUNICATION:** talk about the features of different places (familiar/other places). Talk about patterns and change in relation to places with which they are familiar.
- **MAPPING:** know about features of different places, recognise and talk about the features in familiar/other places
- **FIELDWORK:** look closely at the similarities and differences between places (familiar/other places. Make simple comparisons.
- **ENQUIRY:** comment and ask questions about familiar and other places and about familiar and other people.
- **USE OF TECHNOLOGY:** use technology and IT equipment (e.g. camera, I pad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.

INTENT		I am exploring my immediate environment using all my senses and interested as adults point things out to me.	I am asking simple questions about key features and changes I notice, I will select equipment and tools to help me further investigate.	I am asking questions and commenting about the world around me. I am beginning to compare my experiences and build on my knowledge using technology and books.	I am fascinated with the world around me and look for reasons behind the changes that happen within it. I can document these and share my thoughts and ideas with others.
	Communication	<p>Explore their immediate environment using their senses both alone and with others.</p> <p>Shows interest when adults point out features of different places.</p> <p>Listens to new languages and use some simple nouns to name some things they see.</p>	<p>Noticing different features of the world around them and begin to name some common examples.</p> <p>Labeling different features within the environment e.g. leaves on, leaves off, cut grass, snow.</p> <p>Connects with the world around them both indoors and</p>	<p>Talking, drawing of communicating about changes in the seasons.</p> <p>Commenting and asking questions about the world around them.</p> <p>Using a wider vocabulary to describe the features of different places linked to positional language.</p> <p>Makes detailed observations of what they see around them, suggesting how things might be and the</p>	<p>Spends sustained periods of time outdoors.</p> <p>Talking about why different changes happen e.g. changes in the seasons and asking questions to support this further.</p> <p>Describing changes over time.</p> <p>Beginning to use a wider vocabulary that questions and explains.</p>

			<p>outside and begins to recognise some buildings, signs and symbols.</p> <p>Beginning to use verbs alongside nouns to describe the features of both familiar/unfamiliar places with their widening vocabulary and some simple phrases.</p>	changes they notice over time.	
	Mapping	<p>Enjoys exploring features of different places using sensory exploration.</p> <p>Show's interest when adults point out features of different places.</p>	<p>Beginning to recognise features of things in both familiar/other places.</p> <p>Labelling different features.</p>	<p>Knowing the features that make up different places.</p> <p>Using a wider vocabulary with simple phrases to talk about the different features of places.</p>	<p>Confidently able to recognise and talk about the different features in both familiar/unfamiliar places using a wide vocabulary.</p>

	Fieldwork	Enjoys exploring their environment using their senses.	<p>Begins to compare features by noticing similarities and differences.</p> <p>Connects with their immediate environment and begins to make graphical representations.</p>	<p>Compares different places showing more in depth knowledge of their similarities and differences.</p> <p>Shows deeper knowledge in being able to make graphical representations of features in the environment.</p>	<p>Spends sustained time in the outdoor environment and suggests why different places/features should be classified in a certain way.</p> <p>Notices processes, patterns and change over time e.g. the different seasons.</p> <p>Makes graphical representations of different features in the environment and are able to discuss these in more detail.</p>
	Enquiry	Is curious about the world around them and enjoys exploring it using their senses.	<p>Asks simple questions about their observations.</p> <p>Makes simple comments about the things they have observed.</p> <p>With support begins to show care and concern</p>	<p>Makes detailed observations of what they see and represent these through role play, art and crafting.</p> <p>Asks questions about their observations including the similarities and differences they notice.</p>	<p>Asks more complex questions such as 'How' and 'Why' and begins to come up with their own answers to questions.</p> <p>Uses books and technology to gain deeper knowledge.</p>

			for the world around them.	Builds on knowledge and experiences and returns to activities to find out more through using technology and books.  Shows deeper knowledge in showing care and concern for the environment.	Discussing the purpose of different features e.g. bus stops, traffic lights.
	Use of Technology	Shows an interest in different types of technology such as cameras, l-pads, computers.	Begins to use equipment to make further observations and find out more.	Understands what different types of technology are used for and uses this to extend observations.	Chooses to use the right technology for a purpose to help support their learning and further their explorations and find out more.

### **Key Implementation linked to The World- working geographically**

At Fairfield, we are keen to provide children with a range of experiences they might not normally have e.g. visits within the local community such as the beach. We have a large indoor space as well as an extensive outdoor area alongside a forest school. Children have free flow access to this allowing them to experience different environments. Adults encourage children to be curious and to take the lead on their own learning, planning following their interests to support children to want to continue their learning to find out more.

## IMPLEMENTATION

		I am exploring my immediate environment using all my senses and interested as adults point things out to me.	I am asking simple questions about key features and changes I notice, I will select equipment and tools to help me further investigate.	I am asking questions and commenting about the world around me. I am beginning to compare my experiences and build on my knowledge using technology and books.	I am fascinated with the world around me and look for reasons behind the changes that happen within it. I can document these and share my thoughts and ideas with others.
	Communication	Free play/continuous provision where children can independently explore the different environments around them e.g. indoors, the	Opportunities for children to explore the different environments e.g. indoors, the nursery garden, forest school where children are able to label/name the features they see e.g. grass, birds, sand. Adults will	Small group discussions between children and adults where children are able to discuss the different things they have seen that have captured their interests and why they may be this way e.g. the changes in the seasons.	Opportunities to continuously explore the environments throughout the year so children are able to notice the changes that occur e.g. exploring outdoors in the Autumn when all the leaves have come off the trees and then again in Spring when there are lots of flowers where children can then

		<p>nursery garden, forest school.</p> <p>Organised trips to other places in the community that children and their families may not have previously visited e.g. a trip to the beach where adults can point out new features to children e.g. roads, sand, sea.</p> <p>Adults will model language for children to hear as they explore for example naming different features in the environment e.g.</p>	<p>model this language first for children to then use independently.</p> <p>Organised visits for children and their families to places like the beach where children will notice the different features e.g. sand, sea and begin to name them.</p> <p>Small group discussions e.g. at group times where children and adults can share conversations about the different things they have been doing/seen for example talking about what they have done over</p>	<p>Opportunities to continuously explore the environments throughout the year so children are able to notice the changes that occur e.g. exploring outdoors in the Autumn when all the leaves have come off the trees and then again in Spring when there are lots of flowers.</p> <p>Having a range of different equipment in each of the environments e.g. taking pencil and paper outside and to the forest where children capture the observations they have seen through observational drawings.</p> <p>Using positional language to discuss different places, environments and there features e.g.</p>	<p>discuss with others the changes they have seen happen and make suggestions as to why this might have happened.</p> <p>Encourage children to spend time outdoors in all weather conditions with staff doing this with children as well as discussing the different weather during group times- and the clothes they might need to wear e.g. wellies or sunhats, children now doing this more independently with less support/visual clues from adults and using more complex language such as light rain, breeze, damp as well as how the weather makes them feel e.g. 'the snow makes me cold' as well as being able to independently decide</p>
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		<p>trees, birds, flowers.</p> <p>A range of different non fiction books set in different places for children to look at and notice things such as different buildings, types of weather and things that might be seen on a journey e.g. castles, passing a field with animals in. Adults to look at the books with the children pointing out the different features to them.</p> <p>A range of different sensory</p>	<p>the weekend where children are encourages to use a vocabulary built up of verbs, nouns and simple phrases.</p> <p>Discussions at group time about the different weather conditions, adults to model the new language to children and encourage them to begin to use this as they become more familiar with it as well as using visual clues/symbols for the younger children e.g. snow, rain, sun. Also having</p>	<p>"the tree is behind the gate". Adults will model this language to children at first but encourage them to then be independent in using it.</p> <p>Small group discussions between children and adults e.g. at group time where children can discuss the different journeys they have taken e.g. how they got to nursery or holidays they may have been on. Staff to model these sorts of conversations to begin with.</p> <p>A range of books/photographs that will encourage children to ask questions about different journeys/types of weather and other different human features</p>	<p>which clothes they might need to put on depending on the weather e.g. knowing if it's raining they will need wellies to stop their shoes getting wet.</p> <p>Small group discussions between children and adults about travelling to different places for example a holiday they might have been on or how they got to nursery. Adults to encourage children to be more independent in leading these discussions as well as asking their friends questions when conversations interest them.</p>
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		<p>experiences for children to engage in that will help them explore the seasons e.g. different textures like ice, scented flowers, looking at the environment at different points in the year.</p> <p>Encouraging children to explore the outdoors environments in all weathers e.g. rain, snow, wind, sun with appropriate clothing for the different weather e.g. sunhats, wellies. Adults to</p>	<p>conversations about what types of clothes might be needed when playing out in different weathers e.g. wellies and sunhats. Adults also encouraging children to explore the outdoor environment in all weathers by them themselves being enthusiastic and exploring it with them. Children to then begin to name how the weather makes them feel e.g. cold, hot- adults to model this to children during outdoor play.</p>	<p>to help them find out more e.g. "What is that building", "there's lots of rain there" ensuring the books are set in different locations.</p> <p>Organised visits to places such as the beach which will encourage children to show curiosity in other aspects of the world they might not have seen before e.g. the sand and the sea which will then encourage them to ask questions to help extend their learning and understanding such as "Why is the sea so far away?".</p> <p>Encouraging children to make their own decisions about the clothes they might need to wear for outdoor play and</p>	
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		<p>model this to children to encourage them to go out as well as modeling the language around the different weather.</p>	<p>Having books out in provision that show different types of weather that children can begin to label.</p> <p>A range of books/photos in different locations that encourage children to explore the different features they might see on a journey e.g. different buildings or animals in fields either read to children during small groups or left out as part of continuous provision for children to explore. Adults to model the new</p>	<p>encouraging them to talk about this e.g. "I need a coat and wellies on because it's raining". Adults allowing children to make their own decisions before stepping in if needed.</p> <p>Using real events that have happened e.g. volcanoes to talk to children about the different features they are seeing such as fire and encouraging children to be more independent within their discussions using things like the computers to help them find out more.</p>	
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			<p>language to children encouraging them to have a go at repeating some of the familiar features themselves.</p> <p>Using real events that have happened e.g. volcanoes to talk to children about the different features e.g. fire using things like the interactive whiteboard and computers to show these events to children.</p>		
	Mapping	A range of books/photos displayed in continuous	Regular exploration of the different environments so	Small group discussions between children and adults where they can discuss the different	Spending long periods of time in different environments e.g. indoors and the forest to build up a

		<p>provision where children are able to explore the different features that may be seen on journeys or different types of weather ensuring the books are set in different locations.</p> <p>Opportunities to explore a wide range of environments e.g. indoors, the garden, forest school and other organised visits such as trips to the beach where adults will point out different features to children for them to become</p>	<p>children can build up familiarity with them and their features e.g. encouraging children to explore their outdoor environment and having regular forest school sessions.</p> <p>Adults exploring the different environments with the children labelling the different features they see so that children can then begin to use these independently e.g. trees, flowers, birds.</p> <p>Opportunities to find out about different human</p>	<p>features seen when exploring in the environments with adults encouraging children to do this using simple phrases, modeling these to children at first if needed e.g. birds, trees, flowers.</p> <p>Having maps out in provision with signs and symbols e.g. parking, cafes for children to explore for example if there is a zoo small world then include a map as well as both fiction/non-fiction books that involve maps and encourage children to be more independent to talk about the different features they can see.</p> <p>Opportunities to find out about different things</p>	<p>good knowledge of the different features within the environments and able to talk about these during conversations.</p> <p>Organised visits to places that aren't as familiar to children e.g. the beach where they can use their vocabulary to talk about the different things they have seen e.g. shells on the beach or the tide coming in. Reflecting on these experiences with the children after they have happened e.g. through discussion or looking at photographs to encourage them to confidently talk about their experiences and the features they have seen.</p> <p>Opportunities to talk about different buildings children</p>
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		<p>familiar with and then use when independently talking about their own observations e.g. sand, birds, grass, trees.</p> <p>Having a range of different maps out in provision for children to begin to show an interest in e.g. maps of the zoo if having a zoo small world set up as well as books with maps in e.g. train ride which children can look at with adults to notice the different features.</p>	<p>features such as buildings e.g. castles, mosques, churches and their features/purpose through looking in books, on computers and having conversations with others.</p> <p>Exploring different maps as part of provision particularly those that have different signs and symbols such as parking/cafes e.g. if having a zoo role play then include a map of the zoo. Adults to explore these alongside children talking together about</p>	<p>that are seen on journeys e.g. buildings through researching in books and on computers. Leaving these out over a period of time for children to become familiar with and be able to independently talk about the features that make up a journey.</p> <p>Encourage children to create their own maps e.g. imagining they are going on their own train ride or for a treasure hunt around nursery either using small world resources or things such as drawing/painting.</p> <p>Using maps as part of nursery provision e.g. for a fun trail where children can easily spot the features of the activities they might like to do and</p>	<p>may have seen e.g. shops, churches, mosques either through looking on the computer or in books where children are independently able to name the features they have seen on them.</p> <p>Having a range of maps out in provision that include signs and symbols like parking and cafes e.g. if a zoo small world has been set up then having a zoo map for them to look and use as part of their play.</p> <p>Fiction/non fiction books with maps/journeys/different human features in them where children can independently talk about the different features that make up these. Leaving</p>
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		<p>Different small worlds set up e.g. towns, castles where children can begin to explore different human features e.g. through including road signs, traffic lights etc. Adults to play alongside children pointing out the different features. Also including role plays/small worlds that allow children to experience features of the wider world e.g. igloos, rainforests.</p> <p>Providing children with their own resources that</p>	<p>the different features they are able to see on them.</p> <p>Exploring maps in a different way when in nursery e.g. having a map for a fun trail to follow where parents can help them to spot the different features of nursery.</p> <p>Books with different maps/journeys/types of weather e.g. non-fiction books about places-the train ride story that will encourage children to label the different features they see</p>	<p>work out how to get there.</p> <p>Organised visits to places like the beach for children and families- focusing on places that may be new to them which will encourage them to use a wide vocabulary to talk about their experiences there e.g. the different things they have seen.</p> <p>A range of different non-fiction books out in provision that are set in different locations that will encourage children to talk about the different features they see in them.</p>	<p>the books out over a period of time to encourage them to return to them and become more familiar with the different features and ensuring they are set in a range of different locations e.g. the beach.</p> <p>Incorporating maps into nursery e.g. having a map to follow for a fun trail where children can independently talk about the different directions they need to go to get to the place they want to be.</p>
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		they can add into the small world e.g. people, animals and natural materials like logs, pebbles where they can create their own environments.	<p>in them ensuring the books are set in different environments and are both fiction and non-fiction.</p> <p>Organised visits for children and families to places such as the beach where children can explore different features that are both familiar and unfamiliar and begin to name them e.g. sand, sea, tide.</p>		
	Fieldwork	Opportunities to explore a range of different environments e.g. indoors, outdoors, forest school as	Using the environment to begin to make graphical representations e.g. mark making	Providing children with clipboards/pencils to enable them to make graphical representations. Staff to support children to make	Ensuring children have access to clipboards/pencils so they are able to make graphical representations. Children being more likely



		<p>well as other planned visits to places outside the local environment such as the beach where children can engage in sensory exploration e.g. feeling the sand on their bare feet, paddling in the sea.</p> <p>Sensory explorations that enable children to learn about the different seasons e.g. textures such as mud/ice, different smells of plants and different things to visually look at</p>	<p>to represent how many flowers they have seen. Adults to model how to make graphical representations to children as well as providing ready set up identification sheets for children to use.</p> <p>Having clipboards/pencils accessible to children so they can make their own graphical representations.</p> <p>Books/photos in continuous provision showing different journeys e.g. train ride and My Grumpy's</p>	<p>graphical representations by modeling how to make one e.g. going on a nature walk and making a tally chart of how many trees/flowers were seen, encouraging children to explain why their representation looks the way it does.</p> <p>Books/photos in continuous provision showing different journeys and environments e.g. train ride and My Grumpy's outing where children can talk about the comparison of the two different journeys, showing more confidence in doing this and relying less on adults.</p> <p>Free flow access to outdoor play where children explore the</p>	<p>to make these representations independently and explain in more detail their reasons for representing them in a certain way e.g. going on a nature walk in the forest where children can make frequency charts of how often they saw certain types of plants/flowers.</p> <p>Forest school sessions and free flow access to outdoor play throughout the year so children are able to notice the process and change in the different seasons and discuss these independently e.g. "the leaves have come off the trees because it's winter, in summer they will grow back again".</p>
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		<p>when in the natural environment.</p> <p>Encouraging children to explore the outdoor environment in all weather e.g. sun, wind, rain.</p> <p>Small world set ups e.g. castles/towns where children can begin to explore human features including back drops where children can easily see a different location and use this during their play. Also including small world/role</p>	<p>outing where children can talk about the comparison of the two different journeys. Adults to model the comparison conversations with children to begin with.</p> <p>Free flow access to outdoor play where children explore the different seasons throughout the year and begin to talk about the changes the similarities and differences they see happening.</p> <p>Adults to support children to use</p>	<p>different seasons throughout the year and begin to talk about the changes the similarities and differences they see happening showing more knowledge in this and explaining it further e.g. "the leaves have fallen off the trees because it's cold"- adults to talk about the processes of change with children to begin with.</p> <p>Researching different areas e.g. town, city, funfair using video clips, websites etc. where children can talk about the similarities and differences they notice between the locations relying less on adult support when doing this.</p>	
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		plays of features in the wider world like igloos/rainforest. Adults to provide different materials for children to be able to create their own scenes e.g. twigs, animals, people.	different resources to find different locations e.g. a town and funfair where children and adults are then able to discuss the similarities and differences they notice.		
	Enquiry	Having opportunities to explore different environments e.g. indoors, the nursery garden and forest school as well as other organised visits such as beach trips where children can explore using their senses e.g.	Exploring different weather conditions and children beginning to name these e.g. 'wind', 'rain', 'snow'.  Organised visits to places such as the beach for children and their families where they can talk about the	Chances to find out about different human features that children might not have seen before e.g. bridges or train stations that will encourage children to ask questions to find out more e.g. "Why do the trains stop at the station?" This could be done through looking at these features in books or on computers, set up as	Opportunities to explore a range of human features such as bridges, traffic lights, train stations e.g. through these being set up in small world play, looking in books or pictures on computers. Adults to model how to use these in play and talk to children about the features and their purpose. Adults will pose questions to the children to encourage

		<p>feeling the texture of the sand and sea.</p> <p>Opportunities to spend time outside in all weathers e.g. snow, wind, rain.</p> <p>Lots of sensory play to help children understand the seasons e.g. exploring the texture of ice, the smells of different plants and the visual changes that happen to the environment.</p> <p>Having a range of photos/books (both fiction and non-fiction) of</p>	<p>different things they have seen e.g. the tide moving on the beach.</p> <p>Forest school sessions and free flow access outside where children can experience different features such as the changes in the different seasons that will encourage them to talk about what they have seen and ask questions e.g. 'Why have all the leaves come off the trees?'</p> <p>Exploring different buildings e.g.</p>	<p>small world play or first hand experiences such as riding on a train and going to the train station.</p> <p>Children representing and reflecting on their experiences e.g. drawing a picture of their visit to the beach or re-creating a role play beach scene.</p> <p>Time in the outdoor environment where children experience changes in the different seasons and ask questions about them to help them find out more e.g. 'Where have the leaves gone from the trees?'</p> <p>A range of books/photos where children can compare the similarities/differences</p>	<p>them to explain this further e.g. "Why do traffic lights turn red?"</p> <p>Forest school and outdoor play where children notice things that encourage them to ask more complex questions e.g. changes in the seasons they may ask "How do the leaves fall off the trees?" and then begin to come up with their own answers e.g. 'maybe it was the wind'. Adults to provide children with some answers to their questions to begin with but then gradually step away and encourage the children to think of their own answers as well as encouraging children to find their own answer for example using books or the computer.</p>
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		<p>different journeys, types of weather, different environments for children to show an interest in.</p> <p>An investigation area set up in nursery with interesting objects for children to explore different features e.g. leaves, conkers as well as books alongside it.</p> <p>Small world set ups where children can experience different human features e.g. towns, castles including</p>	<p>mosques, churches, castles for example through finding out about them in books or on computers and talking about some of the observations they have noticed, adults to model the conversations with children to begin with.</p> <p>Books/photos showing different journeys, environments, types of weather e.g. train ride or mr grumpys outing where children can talk about the different features they see during</p>	<p>they see on different journeys, environments or in different types of weather more confidently and relying on less adult support e.g. the different journeys in the train ride and mr grumpys outing story or two types of different weather.</p> <p>Leaving the books/small world play set out for children to return to over a period of time to become more familiar with and return to find out more.</p> <p>An investigation area set up in nursery with different objects e.g. different leaves to encourage children to talk about the similarities and differences of them</p>	<p>Having an investigation area in nursery including things like different leaves that will encourage children to ask questions e.g. 'Why are they all different colours?' as well as beginning to come up with their own answers to the questions e.g. "Maybe they are from different trees", having books in this area as well to encourage children to use them to help find out answers to their questions.</p>
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		<p>different backdrops to show the different locations as well as role plays and small worlds that focus on the wider world e.g. igloos and rainforests with resources where children can make their own scenes e.g. twigs, rocks, people, grass, animals.</p>	<p>the story- adults to model the new language to children to begin with.</p> <p>An investigation area set up in nursery with interesting objects for the children to explore e.g. leaves, conkers that will encourage children to talk about and ask questions about the objects e.g. discussing the different colours of the leaves and children asking why they might be different colours with books also in the area to help</p>	<p>e.g. the different colours and to ask questions about them e.g. 'Why are they all different colours?' Adults to support children in building up their knowledge of this by having books out close by which children can use to help them find out answers to their questions.</p> <p>Different role plays set up for children to engage in e.g. castles, different types of shops including different back drops to help show the different locations as well as role plays featuring the wider world e.g. igloos/rainforests. Adults providing resources so children can add to the scenes e.g. people,</p>	
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			<p>children begin to find out the answers to their questions with adult support.</p> <p>With adult support children showing care and concern for the environment e.g. helping to weed the community garden- adults modeling the jobs that need doing to the children first.</p>	<p>animals, signs, natural resources such as grass, shells etc.</p> <p>Children beginning to show more independence in caring for their environment e.g. recognising when the plants need watering and beginning to do this independently without being led by an adult.</p> <p>Photographs of different types of land out in the creative area for children to do observational drawings/paintings of e.g. the beach, waterfalls and sunsets.</p> <p>Using an interest that has come from the children as a theme within nursery so children can represent these in many different</p>	
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				ways e.g. drawing, painting, small world, construction play.	
	Use of Technology	A range of different technology out in provision for children to explore/use e.g. I-Pads, computers. Adults to help introduce this to children e.g. sitting with them as they watch video clips on the computer of the natural world.	Using different technology e.g. video clips to be able to look at the features of different human features to be able to notice similarities and differences e.g. a harbor and a funfair or to find out facts about things that have interested them. Adults to show children how to find the video clips etc.	Children understanding what different types of technology are used for e.g. that a computer can be used to search for information and pictures which they can then use to further their own learning e.g. to find out more about something that has captured their attention. Adults to show the children how to use the equipment to begin with but then gradually step away as the children become more confident in using the equipment.  Children using computers etc. to watch video clips of the natural world to help them develop their	Children realising that they could use technology e.g. the computer to find out more about something that has caught their interest e.g. photos or facts about a volcano- adults making sure the technology is set up ready for children to use freely as they wish and being available to support children if needed but encouraging them to do this mainly independently.



				learning further e.g. if a child has been talking about a volcano adults encouraging them to find out more using the technology available.	
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## **People and Communities**

### **The principles/intent for People and Communities**

- To develop children's awareness of past and present events in their own lives and the lives of their families and talking about this historically using a sense of time.
- To develop children's ability to notice similarities and differences between themselves and others through exploring different families, communities and traditions.
- To develop children's ability to connect, notice and make sense of their own world around them.

### **Early Years Statutory Framework (2021)**

People Culture and Communities Children at the expected level of development will: - 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.

## Research

Learning about people and communities covers time, place and communities. It helps children to learn about themselves, family members and their local community beginning with the early experiences children have within their lives and therefore should have a child centered approach e.g. following things that have sparked children's interests. Within people and communities children are encouraged to talk about past and present events in their own lives and their families. Through these discussions in education settings it then leads on to children being able to notice similarities and differences between them and their peers lives. However learning about people and communities doesn't just happen in educational settings, it is important to realise that this also happens at home as well for example children joining with special family times such as Birthdays or Christmas. Although it can be argued that not all children may get to experience this experiences to their full potential at home showing the importance of practitioners ensuring that children get to experience this within early years settings. Children learning about people and communities can be developed by using the outdoor environment as well as the local community e.g. going on visits to the seaside, library etc. It can also be linked into learning inside for example having 'real' objects out in the home corner that the children will be familiar with seeing at home as well as recognising the importance of special events such as celebrating Birthdays etc. Learning about people and communities can also be linked to children developing their Personal, Social and Emotional development when looking at the different special times that happen for children that are unique and individual to them. Visitors from the community can also be invited into nursery to talk to children/show different aspects of daily life e.g. firemen, police, farms, birds of prey that can then continue to be a vehicle for the children's learning within the setting. Working in partnership with parents is also a big aspect of learning about people and communities as they are their children's main influencers for example settings should find ways in which parents/carers can share the experiences they have been having at home with their children with their educational settings.

**Key Learning linked to people and communities: cultures and beliefs**

- Communication- express feelings, give opinions and reasons. Comment on significant events in own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or non verbally.
- Respect- themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture and possessions.
- Observe- look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.
- Describe- themselves, friends, family other people significant places, events, objects or artifacts.
- Research- show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.
- Vocabulary- language of tolerance, respect and co-operation.

## Cultures and beliefs

### INTENT

		I am curious about others and myself, I enjoy looking at photographs and notice simple differences.	I am aware of things that make me unique to others, I like to take part in different celebrations and will re-enact these within my play.	I am able to identify and discuss the differences between myself and others. I am interested in different occupations and ways of life.	I have a wide knowledge of different cultures and some of their beliefs and celebrations. I will discuss things both past and present and use technology and books to support my understanding.
	Communication	Express their feelings when the like or dislike something by	Learn that they have similarities and differences that connect them to and distinguish them from others  Begin to have their own friends	Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family for example hair colour, eye colour	Know about similarities and differences between themselves and others, for example, speaking different languages, celebrating different events
	Respect	Is curious about people and shows interest in stories about	Become aware of personal celebrations such as birthdays	Joins in with family celebrations such as Christmas and Eid	Enjoy joining in with family customs and routines

		themselves and their family			
	Observe	Be aware of other children around them and begin to play alongside them	Begin to comment on what others are doing around nursery	Shows interest in the lives of people who are familiar to them	Know that other children don't always enjoy the same things and become sensitive to this
	Describe	Enjoys pictures and stories about themselves, their families and other people	Has a sense of their own immediate family or relations	Remembers and talks about significant events in their own experience	Talk about past and present events in their own lives and lives of family
	Research	Shows an interest in new or familiar objects around nursery	In pretend play imitates everyday actions and events from own family and cultural background	Shows interest in different occupations and ways of life.	Look for information in books and on laptops
	Vocabulary	Begin to say no or use physical gestures when they dislike something	Begin to use language to express what they like/dislike.	Begin to use language to express their feelings, for example happy, sad, glad, worried, anxious	Use language to talk about their own family traditions, such as Christmas Day, Eid, Easter and birthdays

				Begin to name different occupations such as firefighter, police officer, shop	
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**Key Implementation linked to People and Communities- cultures and beliefs**

At Fairfield we have a strong home/nursery link. Children are encouraged to make their own choices based on what they like/dislike in activities they would like to take part in in nursery, activities for children are planned based on their interests as well as providing some familiarity that children might see at home for example having the home corner set up. Fairfield recognise the significant events that take place in children lives e.g. Eid and Birthdays and celebrate these e.g. through having Eid parties, baking for children's Birthday's and giving them a card and present. Visitors are invited into nursery to show children different occupations such as police officers. Families are encouraged to share things they have been doing with their children at home through sending photos, contributing to learning stories and attending PICL sessions.

## IMPLEMENTATION

		I am curious about others and myself, I enjoy looking at photographs and notice simple differences.	I am aware of things that make me unique to others, I like to take part in different celebrations and will re-enact these within my play.	I am able to identify and discuss the differences between myself and others. I am interested in different occupations and ways of life.	I have a wide knowledge of different cultures and some of their beliefs and celebrations. I will discuss things both past and present and use technology and books to support my understanding.
	Communication	Opportunities given for children to make their own choices, for example what piece of fruit they would like to eat, where they would like to play	Adults to provide opportunities to begin to talk about the things that they like to do and what they like, adults to model the language, I like this but you like that...	Adults to provide time for children to talk about their friends and family, what they like and what they dislike and how this is different from their likes and dislikes  Opportunities for children to look at themselves and each other in a mirror and to discuss their	Time provided for children to talk openly about their likes and dislikes, adults to model this by saying I like this.... Because....  Opportunities to discuss differences and to celebrate different events such as eid and christmas



				features such as eye colour and hair colour	
	Observe	Opportunities for younger children to join in some group activities such as at group time, working together to do some baking or to play together as a group in the home corner, with adults and children modeling the role play resources	Role play resources provided by staff to encourage children to use these to imitate what they may have seen at home	<p>Having visitors into nursery to help show children about different job roles, such as the police and fire brigade</p> <p>Asking parents to come into nursery to talk about things that are important to them such as their jobs, religious items, or traditions such as Christmas, Chinese new year, mehndi</p>	Resources provided in the role play to help children to act out their own experiences, dressing up outfits for children to role play different roles such as police and fire, builder, chef
	Describe	Staff to model language for children to talk about their likes and dislikes	Staff to display photo's around nursery for children to talk about what they and others are doing	Children to be encouraged to bring in photographs of their special events, so that they can talk about these and they can share their thoughts and feelings	Staff to encourage children to talk about their own celebrations and traditions before and after they have happened to share with other children

				about these with their peers	
	Research	Staff to provide pictures around nursery which promote looking at different job roles and also promote various celebrations from different cultures	<p>Reading stories together which show a variety of people from different background and cultures. Introducing information books, talking about why people do things differently</p> <p>Using familiar items in the home corner, to imitate every day actions</p>	<p>Trips out with parents to various places such as going to the local library for a story or going to the local supermarket to do some shopping</p> <p>Dressing up for different occupations depending on children's interests, in the role play area such as builders, police officers, nurses</p>	Using laptops and books to research and look at different cultures and traditions.
	Vocabulary	Giving children choices for example key group activities/what they would like to have for snack	Children to say no when they don't want to do something and encouraging choices to be made in continuous provision.	Using group times for children to discuss their feelings encouraging children to be resilient or talk about when something is bothering them.	Celebrating family traditions e.g. birthdays-baking, birthday walls., Eid parties encouraging children to talk about how they may celebrate these events at home.

		both indoors and outdoors.	<p>Adults to extend choices based on children's interests.</p> <p>Adults fully understanding children and their likes/dislikes to enable planning to be effective.</p>	<p>Inviting visitors into nursery to talk about different occupations e.g. police officers.</p> <p>Ensure there is a variety of fiction/non fiction books based on occupations.</p>	
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## Historical development (A sense of time)

### **Key Learning linked to People and Communities: Historical Development (a sense of time)**

- Communication- talk about key events, in own lives, about family, friends, other people including significant people.
- Observe- show an interest in significant events and experiences in the lives of others, including friends and family members.
- Describe- features of objects, people, places at different times, make comparisons.
- Research- find out about, people, places, events, objects, ask questions, use different sources to find the answers.
- Chronology- order time and events in sequence of when they occur, using the language of time within this.
- Vocabulary- language of time when talking about past/present events in their own lives.

## INTENT

		<b>I am aware of significant events and time linked to my routine.</b>	<b>I am beginning to use language of time and enjoy retelling events but will sometimes use the language in the wrong context.</b>	<b>I am aware of changes that happen over time and able to share these. I have greater understanding of time and beginning to share historical events.</b>	<b>I am aware of the concept of time and I have good understanding, I am able use language of time in context and have conversations related to different periods of time.</b>
	Communication	Recognising significant events that happen during their day and other significant events.	Children beginning to connect the significant events that form part of their daily routine.	Children being confident in independently following their daily routine using the significant events and talking about why some of these events might happen.	Children confidently discussing different events that are happening within their day and explaining why these events may be happening.  Talking about the different features of different periods of time e.g. what they have done before nursery.

	Observe	<p>For children to realise nursery is made up of a range of different people.</p> <p>Beginning to show an interest in the lives of people familiar to them e.g. family members and people within the community.</p>	<p>Children beginning to recognise there are lots of different people who make up the nursery community.</p> <p>Recognising the differences in people who are familiar to them e.g. between them and their family members.</p> <p>Observing things that happen in past and present e.g. before nursery and now.</p>	Children showing awareness that adults in nursery and other areas of the community are different to the children and beginning to talk about this.	<p>Children continuing to show an awareness that everyone within nursery and the local community is different and using language to talk about what makes them different e.g. different height, eye colours, jobs they do etc.</p> <p>Children showing more awareness of larger processes of time e.g. different years.</p>
	Describe	<p>Recognising themselves as a baby in pictures.</p> <p>Become aware of objects from both past and present.</p>	<p>Compare and contrast photos of children when they were a baby and now as well as objects from then and now.</p>	Children being aware that there are similarities and differences that happen over time and using language to talk about this for example changes in height as time passes as well as how	Being able to talk about different features of different periods of time recognising similarities and differences e.g. things that have happened last year to now.

				objects have differed over time.	
	Research	Begin to recognise and understand significant events and routines within their own lives and show an interest in these.	In pretend play imitates everyday actions and events from own family life/events.	To ask questions about their own lives e.g. when they were a baby.  Using laptops/books to find about their own lives and the lives of others as well as other different significant events.	Children exploring their local community and the changes that have taken place over time, giving ideas as to why this might have happened, using laptops/books to support this exploration.
	Chronology	Become aware of significant events that make up the daily routine and co-operating with the routines.  Understand now and next e.g. washing hands and then playing.	Connecting that the same things happen each day to form a daily routine.  Beginning to remember and talk about past events.	Children showing an awareness of different changes over time e.g. what happened last week to this week, re-capping things that have been previously done the week before.	Understanding past and present e.g. what happened then and now and the similarities and differences that have occurred.
	Vocabulary	Children beginning to	Children beginning to connect different	Children showing an awareness of different	Children using historical language of time in

		show an awareness of now and next, day and night.	small periods of historical time e.g. last week.	historical times e.g. last year.	context.e.g. months, years, century within their vocabulary, past, present
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**Key Implementation linked to People and Communities- historical development**

At Fairfield we have set daily routines in place that the children quickly become familiar with and are often able to complete almost independently. Children are also encouraged to share and talk about significant events that have happened e.g. things they have done at the weekends as well as re-capping on past events that have happened in nursery and things that are going to happen. Children are also nurtured to be able to express their uniqueness and individuality become aware that they have similarities and differences between others and that not everyone is the same. Children also have opportunities to explore a wide range of resources from both the present and past climate.



IMPLEMENTATION	I am aware of significant events and time linked to my routine.	I am beginning to use language of time and enjoy retelling events but will sometimes use the language in the wrong context.	I am aware of changes that happen over time and able to share these. I have greater understanding of time and beginning to share historical events.	I am aware of the concept of time and I have good understanding, I am able use language of time in context and have conversations related to different periods of time.
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	Communication	<p>Group time discussions about things they have done at home for example what they have played with or had for lunch as well as different celebrations e.g. Birthday's, Eid, Christmas.</p> <p>Having different special events in nursery for children to take part in for example Children in need, McMillan coffee mornings.</p> <p>Celebrating Birthday's in nursery e.g. baking, giving a</p>	<p>Group time discussions where children begin to talk about things they have done at home e.g. what they have had for lunch before nursery.</p> <p>Following the daily routine within nursery so children can connect the different things that happen for example knowing that after tidying up it is snack time.</p> <p>Adults to discuss the daily routine with the children.</p> <p>Having different special events for children to take part in within nursery</p>	<p>Children beginning to share their experiences about themselves with others for example bringing in photos or things they have done at home to talk about with others at group times.</p> <p>Special events in nursery that children take part in e.g. Children in Need with the children beginning to independently explain why these events might happen.</p> <p>Children talking about the lives of their family members showing they know they are different from them for example what jobs their parents do.</p>	<p>Children confidently being able to explain to explain why different events are happening for example why there might be lots of sport on the television if it is the Olympics, recognising these events in nursery and using them to form parts of discussions etc.</p> <p>Children bringing in a selection of things (photos and objects) that are special to them and talking about these during group time explaining why they are special to them.</p> <p>Group time discussions where children can talk about the different things they have done</p>
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		<p>card and present.</p> <p>Daily group time discussions talking about the days of week/what is going to happen during the nursery session.</p>	<p>for example Children In need or McMillan coffee mornings, adults to explain to children why these events happen and why the usual routine may be slightly different.</p>		<p>at the weekend or before nursery.</p>
	Observe	<p>Group time discussions about people who are familiar to the</p>	<p>Children beginning to talk about the differences in them and those people</p>	<p>Staff photos in learning journeys for children to look and talk about the</p>	<p>Children confidently being able to notice and talk about the differences in</p>

		<p>children e.g. that parents have gone home or gone to work.</p> <p>All staff photos on the nursery website/in learning journeys for children to become familiar with and recognise all the different people who work in nursery.</p> <p>Inviting visitors into nursery for example police officers.</p>	<p>who are familiar to them within the community e.g. saying "My mummy is at work" through group time discussions.</p> <p>All staff photos on the nursery website/in learning journeys for children to become familiar with and recognise all the different people who work in nursery and beginning to talk about these people when they see them e.g. naming them.</p> <p>Providing children with a range of different resources from both the past and present for</p>	<p>different staff and the work they do.</p> <p>Inviting visitors into nursery to encourage children to this e.g. people with different occupations such as police officers.</p>	<p>themselves and those people familiar to them for example what their parents do and other peoples occupations through group time discussions.</p> <p>Inviting visitors into nursery to support these discussions e.g. people with different occupations such as police officers.</p>
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			them to explore during provision for example old and new telephones.		
	Describe	<p>Staff to provide a range of different resources both from the present time and the past for children to explore e.g. cameras, phones and different baking equipment. Include an investigation area with some objects on for children to explore.</p> <p>Asking parents to provide photos of the children from when they were</p>	<p>Staff to explore different resources from then and now with the children talking to them about the similarities and differences they may notice including language such as 'old', 'new', 'past', present' - could be done through an investigation area e.g. different types of baking equipment such as scales.</p> <p>Include objects for children to explore that are the same</p>	<p>Children to show more understanding of how toys from both then and now work. Adults to provide resources for children to explore from both the past and present e.g. different phones in the home corner and model alongside the children how these work. This could also be done in an investigation station which would allow children to share their ideas and ask questions. Adults to also prompt questions to children e.g. "How do you think this works?"</p>	<p>Children independently talking about different periods of time e.g. re-capping previous Birthday's, talking about Christmas and other past events that have happened in nursery e.g. the farm visits. Adults to document these events in children's learning journeys so they are able to independently reflect on these experiences and talk to others about them.</p>

		<p>babies to now for children to recognise the difference.</p>	<p>but have differences e.g. shoes with different fastenings to encourage discussions about the similarities and differences.</p> <p>Ask parents to provide photos of their children from when they were a baby to now so children can begin to talk about when they were a baby and the differences from then to now.</p>	<p>Reflecting with children as to how they have changed over time while at nursery e.g. talking about needing a different sized forest suit because they have grown taller.</p>	
	Research	<p>Paper bags given to new starters/all children to fill with various objects relating them and their lives, likes/dislikes etc.</p>	<p>Having a home corner/ different role play scenarios set up for children to re-create their everyday actions/events that</p>	<p>Paper bags given to new starters/all children to fill with various objects relating them and their lives, likes/dislikes etc. so children can show an interest in the lives of</p>	<p>Visits in the local community so children can begin to explore their local area e.g. to the shop, café.</p>

		<p>so children can show an interest in the lives of each other.</p> <p>Group time discussions about significant events that are happening e.g. talking about Birthday's and Christmas/Eid as well as conversations about the children's daily routine such as what they had for lunch before nursery.</p> <p>Having a consistent daily routine in place for the children to follow for</p>	<p>have happened in their own life as well as exploring different events/everyday actions that they might not have come across before e.g. adding a Christmas tree/presents into the home corner during the Christmas period.</p> <p>Include a range of different resources for children to explore and use e.g. different types of phones and cooking utensils.</p>	<p>each other to spark discussions during group time.</p> <p>Asking parents to send photos of the children when they were babies so discussions can be had about how they have changed over time. Also putting out a range of different babies resources in the home corner to encourage children to talk about when they were babies, e.g. a cot, bottles, nappies.</p> <p>Adults to support children with accessing the library to look for books to find out about different events such as Birthday's, Christmas, Eid and people with different occupations.</p>	<p>Adults to support children using books from the library and laptops to look at their local area and explore the different changes that have happened over time e.g. new buildings that have been built etc, the different types of transport people use to get around. with children being able to independently notice the similarities and differences.</p> <p>Children being more independent in using laptops/books to find information out about different objects/events that interest them. These to be out in provision for</p>
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		<p>example, tidy up, then snack, story and home time and discuss this with the children at the start of each session.</p> <p>Celebrating children's Birthday's baking with the group and giving a card and present.</p>		Also using the laptop to look at different occupations/how different events are celebrated.	children to use as they feel necessary.
	Chronology	Visual timetables for children to be able to see what is happening throughout the session. Now and next boards for the younger children/those with SEN or who may struggle with	Children beginning to link the language of time to their daily routine for example discussing something they did last week or yesterday through group time discussions. Adults to prompt children	Introducing language of time e.g. last week, yesterday to children within small group discussions e.g. re-capping what they have done the previous day in nursery and children then continuing to using this language	Having a range of different resources from the past and present for children to explore and use looking at how they have changed over time. Adults to talk about their experiences with children as well as using books from the library and photos on



		<p>understanding the routine.</p> <p>A regular daily routine for the children to follow to enable them to recognise the significant events of the day e.g. tidy up, then snack, then story, then hometime. Discussing the daily routine with the children at the start of each session.</p> <p>Group time discussions about parts of the children's daily routine e.g. talking about</p>	<p>to support them with this for example saying "Remember last week when we made playdough..".</p> <p>Group time discussions to talk about significant events in the children's lives e.g. Birthday's, Eid, Christmas as well as discussions about their daily routine such as what they had for lunch before nursery,</p> <p>A regular daily routine for the children to follow to enable them to recognise the significant events of the day e.g. tidy up,</p>	<p>independently e.g. "Yesterday I played..".</p>	<p>the laptop to explore these changes.</p>
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		what they had for lunch.	then snack, then story, then hometime.		
	Vocabulary	<p>Staff to introduce new language to children e.g. today, yesterday, last week, Christmas, Easter, Eid, day, night.</p> <p>Adults to introduce the language of now and next to children e.g. now we are having snack, next we will read a story- using now and next boards with children.</p>	<p>Staff continuing to introduce new language to children regarding time e.g. yesterday, last week and children beginning to connect this with things they have done for example what they did the last time they visited the forest- using photos in learning journeys to help prompt these discussions.</p>	<p>Children using the language of different historical times and sharing ideas about this e.g. talking about last year- using learning journeys to help prompt the discussions as well as things that have happened at home e.g. a Christmas or Eid celebration. Adults to help prompt these discussions to begin with and then gradually stepping away as the children become more confident in using the language.</p>	<p>Adults to introduce vocabulary such as months, years, past, present to children and encourage them to use this within their language independently for example recapping past events and children saying things like "I remember last year when the farm came...".</p>