



Understanding the World

Autumn 1- Once upon a time...

People, Culture and Communities	The Natural World	Past and Present
<p>Pupils will talk about members of their immediate family and community. Pupils will be invited to bring in a photo of their families and share it with their peers. They will also explore a range of diverse families using examples from books.</p> <p>Pupils will learn to name the different parts of a house and the different rooms in a house. A small world area will be set up using a dolls house and a diverse range of family figures.</p> <p>Pupils will explore a varied range of houses and discuss different homes and ways of life.</p> <p>Pupils will construct different types of buildings using blocks and construction kits. Photos of buildings from around the world will be used as a stimulus. Pupils will dress up wearing high vis jackets and hard hats as they pretend to have a job as a builder as they build houses and homes.</p>	<p>Pupils will engage in The Three Little Pigs being told as a sensory story, where they will explore including straw, sticks and bricks using all their senses in hands-on exploration.</p> <p>Pupils will be encouraged to talk about what they see, smell, feel and hear.</p> <p>Pupils will explore building with different materials to work out which ones would be best for building a house and why? They will build some homes and test them by blowing them with a hairdryer.</p> <p>The Construction area will be set up as a 'Three Little Pigs Building Site'. Pupils will explore building homes for the Three Little Pigs using lots of large construction materials such as large cardboard boxes, rulers, plastic spades and tools, and building blocks.</p> <p>Pupils will make some play cement by mixing sand with shaving foam. Wooden bricks and diggers will be added for pupils to build their own walls and houses.</p>	<p>Pupils will begin to make sense of their own life-story and family's history. They will spend time talking about photos and memories. Pupils will be invited to bring in a family picture These pictures will be framed and displayed in the home corner. Adults in the setting will also bring in photos of their families to share with pupils.</p>



Pupils will explore small parts used in the building of a home, such as screw, nuts and bolts. Pupils will explore these items with magnifying glasses.

Pupils will be provided with builder's tools and loose parts that can make imprints in playdough. They will explore pressing items such as spanners or bolts into the playdough and making patterns.

Different containers and utensils from the kitchen will be added to the water area. Pupils will explore the concept of full and empty by playing with pots, pans and plastic containers.



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Autumn 2- Magnificent Me!

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<p>Pupils will develop their understanding that different cultures have different beliefs and traditions. Pupils will explore traditions associated with Diwali and Christmas. They will decorate the setting with Christmas decorations they have made in class.</p> <p>Pupils will use mirrors to explore their reflections and describe what they can see. They will learn to name features of their face.</p> <p>Pupils will explore making faces using playdough. They will explore different emotions and make faces to represent different emotions such as happy and sad, surprised and angry.</p> <p>Pupils will play 'Simon Says', think about and naming parts of their body.</p> <p>Pupils will begin to notice differences between people and develop positive attitudes about the differences between</p>	<p>Pupils will use their sense of smell to investigate pots containing different smells, such as chocolate, mint, coffee and vanilla. They will smell the pots and say which smells they like/dislike.</p> <p>Pupils will use all of their senses to explore different malleable materials, e.g. sand, ice, shaving foam, jelly, cotton wool and polystyrene.</p> <p>Pupils will explore the Investigation Station with a feely box containing known objects, such as glasses, shoes, gloves and hats. Pupils will identify items using only their hands to feel them</p> <p>Colours and fragrances will be added to the water tray for pupils to explore and describe.</p> <p>Pupils will bake a Birthday Cake and investigate the way in which ingredients change when they are mixed together and cooked.</p>	<p>Pupils will be asked to bring in a photo of what they did during the half term. They will show this to their peers, and discuss what they were doing in the picture.</p> <p>Pupils will begin to make sense of their own life-story and family's history. They will spend time talking about photos and memories. Pupils will be invited to bring in pictures of when they were babies. A Baby Clinic will be set up in the role-play area. Pupils will explore how to care for a baby and begin to notice and talk about how they have changed since they were a baby. They will discuss how they have changed. Adults in the setting will also bring in photos from when they were young, the pupils will guess who is who.</p> <p>Children will look at a selection of toys for babies. They will think about if they would play with them/need them now and Why not. They will think about what toys they do like to play with now. They will sort the toys into two groups: 'toys I played with when I was a baby' and 'toys I like to play with now.'</p>



people. Books and play materials which reflect the diversity of life in modern Britain and confront gender stereotypes will be available within provision to foster a positive attitude towards diversity.

Pupils will name and talk about parts of the body. They will explore what is inside the body through looking at photos of X-Rays. They will identify and match x-rays to the correct body parts.

Pupils will discuss special times and what they celebrate. Pupils will bring in photos of birthdays and other celebrations and share them with their friends. They will begin to understand that not all people celebrate the same festivals.

Role-play scenes will be set up in the home corner for the pupils to use, based on different families and cultural activities, e.g. making and drinking tea, celebrating a birthday party, celebrating Christmas. Pupils will be encouraged to share ideas and props from their own family activities.

Pupils will enjoy playing with small world hospitals, towns and houses.



<p>Pupils will make Diya lamp holders to celebrate Diwali. They will explore how is Diwali celebrated and what diya lamps are used for.</p>		
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Understanding the World

Spring 1 – Old McDonald had a Farm

People, Culture and Communities	The Natural World	Past and Present
<p>Pupils will continue explore a range of cultural festivals and celebrations and develop their understanding that different cultures have different beliefs and traditions. Specifically, this term they will explore Valentine’s Day and Chinese New Year.</p> <p>Pupils will make their own valentine’s day cards and then explore the postal service and how cards are posted, then delivered to the right address. Pupils will learn to say ‘I Love You’ in different languages.</p> <p>Pupils will discuss what types of food they eat at different celebrations, e.g. birthdays. Children will taste foods eaten during Chinese New Year and discuss which foods they like and which foods they dislike.</p>	<p>Pupils will explore small world farm animals and farm vehicles to discuss different types of animals found on farms.</p> <p>They will explore adult and baby farm animals and begin to use their names. Pupils will be encouraged to talk about what they can see and make links to their own experiences.</p> <p>Pupils will explore the different crops that might be grown on a farm such as vegetables. They will follow a simple recipe using vegetables to make soup.</p> <p>Pupils will bake Gingerbread Men and investigate the way in which ingredients change when they are mixed together and cooked.</p> <p>A mobile farm will be invited into school for pupils to meet and experience real farm animals. Pupils will have to opportunity to feel and hold the animals and learn how they are cared for.</p>	<p>Pupils will be asked to bring in a photo of what they did during the half term. They will show this to their peers, and discuss what they were doing in the picture.</p> <p>A dress up box in the home corner will include clothes associated with different times of the day, such as pyjamas, school uniforms, coat and clothes children may wear when they visit the Mosque (Hijab, Juba, Abaya and Taqiyya). Pupils will explore the clothes and talk about when they might wear them.</p> <p>Seasonal clothes, such as coats, hats, scarves and wellies will also be added to the dressing up box. Pupils will talk about what type of clothes are worn during winter.</p>



Pupils will explore the role of a Farmer. They will enjoy playing with small world farm animals, farmers and tractors.

Baking props will be set up in the home corner, dough and sand tray. Pupils will role play cooking and baking, bringing their own experiences into their play.

Pupils will explore what would happen to the Gingerbread Man if he tried to swim across the river. They will immerse a Ginger Bread Man in water to explore materials and how they react to other substances, such as water. Pupils will talk about what they can see as the Ginger Bread Man slowly dissolves disintegrates.

Pupils will explore the natural ingredients of the mud kitchen, making their own muddy versions of a Gingerbread Man.



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Spring 2- Teddy Bear's Picnic

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<p>Pupils will continue explore a range of cultural festivals and celebrations and develop their understanding that different cultures have different beliefs and traditions. Specifically, this term they will explore Pancake Day/ Shrove Tuesday and Easter</p> <p>Pupils will make pancakes; they will explore measuring and mix the ingredients and then taste the pancakes with different toppings. A role-play Kitchen or Pancake Cafe for the pupils to make, flip and serve pancakes will be set up. It will include role-play ingredients and cooking utensils, chef hats/aprons, recipe books, shopping lists, weighing scales, measuring cups/spoons and paper or felt pancakes and role-play toppings. In the cafe, a till and role-play money will also be included.</p>	<p>Pupils will explore a role play bear cave. A tent or large cardboard box will be covered with a sheet to make the cave. Inside, there will be torches, binoculars, a teddy bear, maps of the story 'Were Going on a Bear Hunt', rucksacks or bags for the journey, welly boots and clipboards and pencils to draw the bear.</p> <p>Pupils will draw their own maps of the story showing different settings and places. They will explore other simple maps, using them as props in their play.</p> <p>The water tray will be enhanced to create different settings for small-world toys. Pupils will explore the deep, cold river with water and plastic ducks and the snowstorm with snowflake sequins and ice cubes.</p> <p>Pupils will complete a science experiment to see what happens to a gummy bear when it is added to a glass of water and left for a number of days. They will compare the bear that have been in the water with a new gummy bear and explore how they are they different.</p>	<p>Pupils will be asked to bring in a photo of what they did during the half term. They will show this to their peers, and discuss what they were doing in the picture.</p> <p>Pupils will bring their favourite bear (or soft toy) in to school for a bear hunt. They will take part in a show and tell session and discuss what is special about their bear.</p>



	<p>Pupils will make their own role-play binoculars using cardboard tubes and look for soft toy bears around the outdoor environment.</p>	
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Understanding the World

Summer 1- Amazing Animals

People, Culture and Communities	The Natural World	Past and Present
<p>Pupils will explore the contents of a Jungle Prop Box which will be set up outside. The box will include; bamboo, camouflage materials, binoculars, shorts, boots, hats, compass, water bottle, rucksack, sketch pad, note book, pencil, picnic set and small world jeep.</p> <p>Pupils will hear the story Rameena’s Ramadan. They will share their own experiences and discuss what Rameena and her family do during Ramadan. Pupils will think about Rameena helped her family, they will think about different ways they could help at home or in the community.</p>	<p>Pupils will discuss planning an expedition through the jungle. Would it be hot or cold? What might we see? They will explore a backpack full of items such as a water bottle, binoculars, camera, compass, paper and pencil, child safe first aid kit and map. They will unpack the backpack and discuss why they think each item would be useful.</p> <p>Pupils will play an animal ‘Where Do I Live?’ game and think about where each animal might live and why.</p> <p>Pupils will explore will animals and be prompted to describe them by answering the following questions; Can you describe it? How many legs does it have? What colour is it? Does it make a noise? Where does it live? Does it have a pattern on its body? What does it eat?</p>	<p>Pupils will be asked to bring in a photo of what they did during the half term. They will show this to their peers, and discuss what they were doing in the picture.</p> <p>Pupils will hear the story Rameena’s Ramadan. They will share their own experiences and discuss what Rameena and her family do during Ramadan. They will explore how Rameena celebrates Eid, and talk about their own experiences of Eid.</p> <p>Pupils will learn that Ramadan and Eid are very special times for Rameena and her family. They will think about any special times they have had with their family. They will discuss how they celebrated?</p> <p>A dress up box in the home corner will include clothes associated with Islam (Hijab, Juba, Abaya and Taqiyya). Pupils will explore the clothes and talk about their own experience of seeing or wearing these items.</p>



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Summer 2- Wiggle and Grow		
People, Culture and Communities	The Natural World	Past and Present
<p>A fruit and veg shop will be set up in the role play area. Pupils will role play shop keeper and customer, bringing their own experiences into their play.</p>	<p>Pupils will explore a sensory tray filled with a selection of logs, magnifying glasses, plastic butterflies, leaves and non-fiction books about butterflies and their life cycle.</p> <p>Pupils will talk about fruits such as the ones in the story. They will plant and care for easy-to-grow fruits such as strawberries. Pupils will explore strawberries which have already grown in the EYFS garden.</p> <p>A 'planting area' will be set up outside using a tough tray filled with compost, along with gardening equipment for pupils to explore independently.</p> <p>Pupils will use magnifying glasses and humane insect catchers to search for caterpillars and other minibeasts in the outdoor environment</p> <p>Pupils will explore the lifecycle of a butterfly. They will care for and observe caterpillars as they grow and turn into butterflies.</p>	<p>Pupils will be asked to bring in a photo of what they did during the half term. They will show this to their peers, and discuss what they were doing in the picture.</p> <p>A dressing up box containing seasonal clothes, such as shorts, t-shirt, sunglasses and flip-flops will be added to the role play area. Pupils will talk about what type of clothes are worn during summer.</p> <p>Pupils will take part in transition activities preparing them for Reception. They will spend time in their new class and have several opportunities to meet their new teacher and new classmates. They will discuss things which they are looking forward to in their new class.</p> <p>Pupils will reflect back during their time in Nursery, looking at photos and discussing events from the past.</p>



Pupils will explore a range of fruits from the story 'The Very Hungry Caterpillar'. They will use all of their senses to discover what each fruit looks, feels and tastes like.

Pupils will use magnifying glasses to explore beanstalks and beans closely.

Pupils will investigate plants and growth through making and growing Grass Heads. They will learn what the seeds need to help them grow and think about how long it takes before the grass head needs its hair cutting.