



Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment (**Regulatory requirements 2017 Section 1 - The learning and development requirements 1.5**)

Aspects of Understanding the World

- **People and Communities – ELG13** - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The world – ELG14** - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology – ELG15** - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes

We do this in various ways including:

- providing first hand experiences that encourage children to explore, observe, predict, compare, solve problems, question, make decisions, discuss, think, use all their senses
- providing a wide range of activities indoors and outdoors that stimulate children's interest and curiosity
- promoting children's thought and investigation by asking open ended questions
- encouraging the children to explore the immediate environment
- developing geographical concepts, features and language through small world play e.g. road mats, model villages, making landscapes in the sand tray
- introducing children to different environments through visits
- recreating and exploring different aspects of their environment and the wider world through role play e.g. shops, hospitals, vets, police station, cafe
- using water play to investigate floating and sinking, absorption, water power bubbles, ice, etc.
- using sand play to compare the qualities of dry and wet sand
- using paints, malleable materials and cooking to explore materials and observe changes
- using construction kits, blocks and 'found' resources to develop design and technology skills
- using tape recorders, programmable toys and computers to develop ICT
- computing lessons

- discussing the weather
- developing an understanding of a sense of time through daily routines
- developing a sense of the past, present and future through discussion about events e.g. today we are doing this ..., yesterday we..., tomorrow we will ...,
- using photographs to compare, contrast, notice changes and sequence in chronological order e.g. photos of the children now, as toddlers, and as babies
- using stories and role play to recreate life in a different time e.g. Cinderella's kitchen, castle
- using artefacts e.g. traditional toys, their baby toys, their parents' toys to get a sense of the past, to compare and contrast
- listening to older people's memories of their school days
- various themed topics with, visits from a 'policeman', 'fireman' for example.
- learning about various life cycles.
- finding out about other cultures and beliefs.