



**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**)

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.

### **Aspects of Understanding the World**

- **Past and Present – ELG13** - Children talk about the lives of the people around them and their roles in society. They know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.
- **People, Culture and Communities – ELG14** - Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They 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. They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
- **The Natural World – ELG15** - Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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
- 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
- various themed topics with, visits from a 'policeman', 'fireman' for example.
- learning about various life cycles.
- finding out about other cultures and beliefs.