

ROCKWOOD NURSERY SCHOOL

UNDERSTANDING THE WORLD DEVELOPMENT CURRICULUM - 2-4 YEAR OLDS

At Rockwood, we aim for children to recognise their own identity and show curiosity and engagement in their school, homes, community and wider global society

ASPECTS		HEDGEHOG ROOM - 2 - 3 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING		
		Autumn/ Term 1	Spring / Term 2	Summer / Term 3
THE NATURAL WORLD		<ul style="list-style-type: none"> How to explore and investigate the nursery environment I am familiar with. 	<ul style="list-style-type: none"> I am beginning to understand how to use some equipment e.g. puts binoculars to eyes, phone to my ear. 	<ul style="list-style-type: none"> I am beginning to understand the circle of life e.g. planting seeds, watching the lifecycle of a butterfly.
INTENT	I know...	<ul style="list-style-type: none"> I am showing an awareness of the nursery. How to use my senses to explore natural objects. And understand that things still exist when they can't be seen. I enjoy splashing in puddles, playing in mud, watching leaves blow in the wind. 	<ul style="list-style-type: none"> I am showing an awareness of the need for weather appropriate clothing e.g. gloves when it's cold. How to make animal noises when I play in small world with animals. How to use toys and books with buttons, flaps and switches. 	<ul style="list-style-type: none"> About the weather e.g. rain made puddles and can splash in them. About plants, trees and minibeasts in the nursery outside areas. How to play with water to investigate "low technology" such as washing and cleaning How to use pipes, funnels and other tools to carry/ transport water from one place to another
PEOPLE, CULTURE AND COMMUNITIES		<ul style="list-style-type: none"> I am developing a sense of belonging to my family and my key carer 	<ul style="list-style-type: none"> How to use small world play to represent different jobs and communities e.g. fire station, dolls house. 	<ul style="list-style-type: none"> How to re-create experiences from home through my role play.
INTENT	I know...	<ul style="list-style-type: none"> I recognise myself in a mirror or in photographs. I recognise key people in my own lives I have an interest in small world play. 	<ul style="list-style-type: none"> I am beginning to listen to stories about families. I am curious about people and show an interest in stories about people, animals or objects that I am familiar with or which fascinate me 	<ul style="list-style-type: none"> I am beginning to show an awareness of differences among my peers e.g. notice that SEND children may play differently to myself, or that we have different eye or hair colour.
PAST AND PRESENT		<ul style="list-style-type: none"> I am showing an awareness of myself and my family. 	<ul style="list-style-type: none"> Some simple routines in the day 	<ul style="list-style-type: none"> That I belong to a key group, key person or that I am a Hedgehog /Owl/Squirrel room member.
INTENT	I know...	<ul style="list-style-type: none"> How to anticipate and follow some routines. 	<ul style="list-style-type: none"> About my Birthday, Christmas, Eid or any significant celebration. 	

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- I enjoy looking at the Hedgehog home adventures book.
- How to talk about what happened before I arrived at Nursery today.

ASPECTS	SQUIRREL AND OWL ROOMS - 3 - 4 YEAR OLDS - PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING			MORE ABLE CHILDREN - 4+	
	Autumn/ Term 1	Spring / Term 2	Summer / Term 3		
THE NATURAL WORLD	<ul style="list-style-type: none"> • About some basic plant care e.g. watering. • Learn about seasonal changes in Autumn. 	<ul style="list-style-type: none"> • About caring for the environment e.g. by recycling waste. • I am beginning to understand the circle of life e.g. planting seeds, watching the lifecycle of a butterfly. 	<ul style="list-style-type: none"> • About seasonal changes. • How to plant a seed for purpose and discuss how it grows e.g. Jack's beanstalk. • That all plants grow differently, some above ground, some below. • How to turn on some toys and am aware that a power source is needed e.g. batteries • How to operate simple equipment • How to comment on and ask questions about aspects of my familiar world such as the place 	<ul style="list-style-type: none"> • About why things happen and how things work • About life cycles and planting from experience. • About animals and their habitats. • About farm animals and their baby's names e.g. lamb. • How to use language to describe how materials change e.g. during a baking activity or watching ice melt. • I am beginning to understand the effect my behaviour can have on the environment • That information can be retrieved from digital devices and the internet 	<ul style="list-style-type: none"> • About the wider world beyond my home and nursery. • How to use ICT to support my learning. • How to look closely at similarities, differences, patterns and changes in nature • I am beginning to predict and test what happens when a material is used for a purpose e.g. what happens to paper in water, will a sponge float or sink? • How to use ICT hardware to interact with age
INTENT					
I know...	<ul style="list-style-type: none"> • Explore and use the items found in the environment in Autumn • I have to care for insects and animals found in the outdoor areas. • How to talk about the parts of plants e.g. stem, leaf, root. • How to use simple tools in Forest School. • I become absorbed in combining objects, e.g. banging two objects or placing objects into containers • About some of the things I have observed such as plants, animals, natural and found objects 	<ul style="list-style-type: none"> • About some basic plant care e.g. watering. • I have to care for insects and animals found in the outdoor areas. • How to talk about the parts of plants e.g. stem, leaf, root. • How to use simple tools in Forest School. • I become absorbed in combining objects, e.g. banging two objects or 			

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	<ul style="list-style-type: none"> Starting to talk about the weather and recognise different weather conditions. 	<ul style="list-style-type: none"> placing objects into containers How to talk about the weather and recognise different weather conditions. That things are made from different materials e.g. bricks, glass, wood. How to comment on and ask questions about aspects of my familiar world such as the place where I live or the natural world. 	<p>where I live or the natural world</p>		<p>appropriate computer software</p>
<p>PEOPLE, CULTURE AND COMMUNITIES</p> <p>INTENT</p> <p>I know...</p>	<ul style="list-style-type: none"> About the make-up of families. I am becoming aware that families can be different. I enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and am interested in photographs of myself with these. I listen to stories about families 	<ul style="list-style-type: none"> That others celebrate different festivals and events e.g. birthdays, Christmas, Eid, Diwali About the make-up of families. I am becoming aware that families can be different. I enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and am interested in 	<ul style="list-style-type: none"> I must respect differences amongst my peers I am becoming aware that other children will like different toys, speak other languages, wear different clothes, may have additional needs. 	<ul style="list-style-type: none"> That others celebrate different festivals and events e.g. birthdays, Christmas, Eid, Diwali How to use books and the tablet to look at other communities and our local community. How to recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> About different family types from my own. That not everyone wants to do the same things as me and respect their choices. And enjoy joining in with family customs and routines

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		<p>photographs of myself with these.</p> <ul style="list-style-type: none"> • That there are people in the community who are there to help us. • About jobs that members of my family may work in • About different occupations and ways of life indoors and outdoors • I am beginning to have my own friends 			
PAST AND PRESENT	<ul style="list-style-type: none"> • How to follow most Nursery routines without much adult help. • How to talk about family days out that I have been on. • That things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing • How to match parts of objects that fit together, e.g. puts lid on teapot • How to find a toy after I have watched it being hidden, watch where a 	<ul style="list-style-type: none"> • How to follow most Nursery routines without much adult help. • About recent significant events e.g. wedding, new baby, house move. • How to talk about family days out that I have been on. • That things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing 	<ul style="list-style-type: none"> • How to operate simple equipment, e.g. turn on CD player, uses a remote control, • How to navigate touch-capable technology with support • How to start recalling previous yoga or Forest School sessions. • About my extended family who do not live in my family home. 	<ul style="list-style-type: none"> • About the future. I am going away on holiday or moving on to Primary School. • About what I want to do when I grow up. • About significant events in my own experience 	<ul style="list-style-type: none"> • And can talk confidently about events in my life and past experiences in detail. • About age and may talk about "when I was a baby" or "when my Grandad was little." • How to complete a simple program on electronic devices
INTENT					
I know...					

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	<p>spider has gone away under leaves</p> <ul style="list-style-type: none">• Where objects belong• I enjoy playing with small world reconstructions, building on first-hand experiences.	<ul style="list-style-type: none">• How to find a toy after I have watched it being hidden, watch where a spider has gone away under leavesI know where objects belong			
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IMPLEMENTATION

- see termly
experience plan
and ...

- Use 'All About Me' document to support nursery and home links and information about families
- Allow children to explore all the outdoor areas.
- Display photographs from home in the Nursery environment.
- Provide small world in the indoor and outdoor classrooms.
- Model the routines of Nursery in the same way to not cause confusion.
- Provide toys with on/off buttons.
- Provide equipment in the indoor and outdoor classrooms for the children to explore.
- Read stories about different times of year, weather conditions and different family situations to allow discussion.
- Provide a range of small world toys that showcase different communities and careers.
- Make sure there are plenty of visuals and discussion in each room to confirm that children belong to either Hedgehogs, Owls or Squirrels.
- Use the caterpillar to butterfly or eggs to ducklings/chicks learning experience each year.
- Allow children to explore the outside areas in all weathers and seasons.
- Provide non-fiction or fictional stories about people from lots of different careers and communities.
- Have small world toys that reflect people with disabilities so children can discuss these with staff.
- Celebrate birthdays within Nursery to allow children to recall their experience.
- Use Forest School activities to support children's experiences and exploration
- Use the Rockwood Allotment to plant and care for plants as they grow.
- Discuss how we use the fruit waste to create compost and talk about the recycling bins within nursery.
- Have visits from 'people who help us' e.g. Police, Fire Service, Nurses etc.
- Provide equipment that needs recharging or replacing or batteries.
- Provide books about different countries and written with other languages.
- Allow children with adult help to use the tablet to research questions they may have.
- Provide books that show how life was lived in the past for discussion e.g. Judith Kerr books that have illustrations showing older technology.
- Celebrate different religious and cultural festivals e.g. Eid and Wianki Polish wreath festival in Forest School.
- Provide Rockwood Yoga that takes us on adventures to discover other countries and animals.
- Explore water and its extremes e.g. boiling makes steam, freezing makes ice in Forest school.
- Provide lots of different materials in the water areas for exploration of their properties e.g. floating and sinking, dissolution.
- Model respect between staff.
- Provide different roleplay opportunities for exploring different careers, communities.
- Provide opportunities for cooking and Baking.
- Each room has a core book about their Animal to reinforce the identity of the room