



Curriculum Sequence

Understanding The World

Understanding The World is a Specific Area in the Early Years Foundation Stage Curriculum.

At Marsh Hill Nursery School, we understand that some of our children have limited experiences of the natural world and so we bring this to life through our learning environment in lots of different ways. The exploratory space is a popular area where we bring the outside in, as we explore conkers, pumpkins, sunflowers and fresh herbs.

One of our priorities is for the children to experience growth and change. We bring this to life through real life experiences such as having caterpillars and chicken and duck eggs at nursery to see the lifecycle process first hand. We also have visits to the farm and we grow vegetables, fruits and plants in our garden.

Children are encouraged to explore with all their senses using magnifying glasses, tools and equipment as they find out more, ask questions and develop their own theories.

It is important to us that our children respect and value the natural world and the beauty which it beholds. We model showing how to care and love living things as we take pride in our world and our local community.

Birmingham and our local community are culturally diverse. We support and help our children to understand about cultures and diversity while learning about their culture, inviting the children and their families to share their experiences and times of celebration.

At Marsh Hill Nursery School we have been awarded the 'Right Respecting Code'. Together our children and the school community learn about children's rights, putting them into practice every day. In our nursery our children's rights are promoted and realised, we work towards this goal together. The focus is on the four key areas of impact for children: wellbeing, participation, relationships and self-esteem.



Curriculum Sequence

Understanding the World: Past & Present and People, Culture and Communities				
		Our Sequence of Learning	Our Unique Approach	Notes
<p>"I am a keen explorer"</p> <p>Two Year Old end point</p> <p>Vocabulary: my family, important people, my house, nursery, the places which I visit regularly</p>		<ul style="list-style-type: none"> I make comments using simple words about my immediate environment as I interact with it. I am showing curiosity and interest about people that I am familiar with. I recognise key people in my life. 		<ul style="list-style-type: none"> Unique families are celebrated and well known through discussion at meet and greet sessions and photographs which are displayed in nursery. Tapestry encourages parents to share the important people in the children's lives and practitioners talk about this with children. Children are supported to know the adults in nursery and their names are used in social greetings.
<p>"I am active and curious"</p> <p>Rising three end point</p> <p>Vocabulary: past, present, names they call their parents & grandparents, brother, sister,</p>		<ul style="list-style-type: none"> I am beginning to make sense of my own life-story and family's history. Using new language and information I have learnt from texts and experiences, I can describe my home environment. I can tell you about the different religious and cultural communities of children within my class. I am becoming aware of the similarities and differences of children within my year group. 		<ul style="list-style-type: none"> The cultures of the current cohort of children are celebrated and used as a key learning opportunity. Books and resources represent children's diverse backgrounds. Puppets and dolls are used to tell stories about diverse experiences. Role play areas and home corners are used to encourage the children to share their family's customs and practices and to develop the children's understanding of each other's cultures.
<p>"I am capable and confident"</p> <p>Pre-School end point</p> <p>Vocabulary: places of significance in Erdington and Birmingham and to individual children, families are different, respect</p>		<ul style="list-style-type: none"> I can tell you about my family, culture and the area I live in. I can tell you about similarities and differences between the different religious and cultural communities within the area I live. I can explain some similarities and differences between life in this country and life in other countries. I show interest in different occupations. 		<ul style="list-style-type: none"> Role play areas have a variety of resources which reflect diversity All families are celebrated and talked about openly to ensure negative stereotypes are avoided. Visits from people who help us in our community e.g., nurses, doctors, police, firefighters etc.



Curriculum Sequence

Understanding the World: The Natural World			
	Our Sequence of Learning	Our Unique Approach	Notes
<p>“I am a keen explorer”</p> <p>Two Year Old end point</p> <p>Vocabulary: trees, flowers, some animal names, the weather,</p>	<ul style="list-style-type: none"> • I show curiosity about the world around me, through play and exploration. • I use simple words to make comments about the weather/ seasons/plants and animals. • I repeat actions that have an effect. • I explore materials with different properties. • I explore natural materials, indoors and outside. 	<ul style="list-style-type: none"> • Continuous access to the outdoor provision., both the small garden and the larger garden space • The exploratory tray brings nature to life and is filled with a range of multisensory resources, for e.g. wild garlic or pumpkins and squashes. 	
<p>“I am active and curious”</p> <p>Rising Three end point</p> <p>Vocabulary: plants, flowers, vegetables, fruits, seasons, autumn, winter, spring, summer,</p>	<ul style="list-style-type: none"> • I ask questions and make comments about the natural world around me. • I have a keen interest in exploring the seasons, through outdoor play and sensory trays. • I use a range of media to make marks that represent main details of animals and plants. • I explore and respond to different natural phenomena in my setting and on trips. • I use all my senses in hands-on exploration of natural materials. • I explore collections of materials with similar and/or different properties. • I am beginning to talk about what I see, using new words. • I explore how things work. 	<ul style="list-style-type: none"> • Forest Fun exposes children to a range of new natural world experiences. • We bring nature to life and provide a hands-on, multi-sensory approach. 	
<p>“I am capable and confident”</p> <p>Pre-School end point</p> <p>Vocabulary: flowers, plants, names of trees, names of natural objects, e.g. shell, stone,</p>	<ul style="list-style-type: none"> • Through play, creativity and questioning I explore the natural world around me. • Using my experiences, I can talk about the similarities and differences of the world around me and how it changes throughout the year. • I can talk about the seasons and the main characteristics of the changes. • I use a range of media to make detailed pictures of animals and plants. • I talk about what I see, using a wide vocabulary. • I understand the key features of a lifecycle of a plant and an animal. • I am beginning to understand the need to respect and care for the natural environment and all living things. • I explore and talk about different forces I can feel. • I can talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • The learning environment ‘brings’ the outside in’ to be explored in much more in-depth and intricate ways. • Objects for talking points are brought in and shared during group time, for example a bird’s nest. • Children are taught explicitly how to respect and care for the natural world through work on our garden. 	