

"celebrating our differences"
The Early Years Stage Foundation Stage Framework states that '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.'

children

- Can explore and experience a range of materials. Can grasp characteristics of materials
- Can talk about natural materials and their products
- Can make arrangements and collections of objects in different ways
- Can identify and name different animals and plants such as trees, birds, vegetables...
- Can have a sense of properties and patterns of objects and living creatures
- Can predict how things will behave. Can make sound predictions about the effects of combinations of materials and interventions
- Can talk about, growth, change and decay
- Can gain knowledge about their life, its necessities and development such as food and warmth
- Can learn about being healthy in terms of food and exercise
- Enable children to gather information to satisfy their curiosity
- Can experiment with sand, water and tactile materials using vocabulary to describe texture, form and properties such as float, sink, full, empty
- Can have access to rich and challenging first hand experiences across the curriculum
- Can discover and talk about different types of weather
- Can explore the outdoor environment and talk about what they see
- Can talk about properties of leaves, flowers etc. when exploring the outdoor environment
- Can understand about different people-families, their cultures, jobs, shopping and money
- Can experience space and proportions- through playing physical games such as tag
- Can have easy access to relevant materials and resources and know how to use equipment and tools correctly and safely. Can demonstrate how to connect materials
- Can experiment and try out new ideas and to persevere if they fail
- Can show an understanding of how to arrange construction equipment to achieve the desired effect- estimating and measuring when building, considering weight, height and space
- Can demonstrate how to connect materials
- Can understand simple technology and rules relating to them

Community

- To liaise with outside agencies, for example, African drummer, artists in schools, circus skills performer, minibeasts expert, musicians etc.
- To be aware that parents can provide a diversity of insight into faiths, cultures, history and places
- To reflect the breadth of children's cultural and religious experiences through resources and materials

- ◆ To be positive role models in their approach to science enabling children to gain information by imitating their behaviour and through explicit teaching
- ◆ To recognise that young children are egocentric and are firstly interested in scientific knowledge relating to themselves, their family and their locality
- ◆ To use appropriate scientific, geographical and historical language which will help children's understanding thereby introducing them to a wider vocabulary
- ◆ To ensure a safe and secure environment with a wide range of activities both indoors and outdoors that stimulate children's interest and curiosity
- ◆ To provide opportunities to help children become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues
- ◆ To offer stimulating and interesting interactive displays to encourage children to use all of their senses to investigate the world around them
- ◆ To provide a wide range of good quality resources, natural and man made
- ◆ To provide relevant experiences appropriate to every child's age, understanding and stage of development
- ◆ To support children's attempts at recording their thoughts and ideas orally or in other ways
- ◆ To attend relevant courses to maintain and extend thinking and practice in knowledge and understanding
- ◆ To enable children to develop knowledge, skills and understanding to help them to make sense of the world.
- ◆ To give children access to information through books, pictures, photographs, CD Roms, maps, artefacts, natural objects, audio/ visual reference materials
- ◆ To give children opportunities to visit out of school/centre locations, for example, market, farm, shops, library, museum etc. which will help to develop their awareness of the wider world
- To enable children to explore, investigate, observe, question, problem solve, predict, think critically, make decisions and discuss through enquiry based projects

This policy helps us to achieve the Early Years Foundation Stage