

Understanding the World Policy (Specific Area)

To be reviewed Annually.

Policy Agreed October 2024. To be reviewed October 2025.



Aim/Intent

At Everton Nursery School and Family Centre, the aim is to guide 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.

Objectives/Implementation

- To encourage children to actively explore experiences first-hand using their senses.
- To provide opportunities to enable children to find out about people and communities and the world in which they live, understanding about similarities and differences between themselves and others.
- To enable children to examine objects and living creatures and find out more about them as part of the Eco Schools curriculum.
- To offer a structure for learning that has a range of starting points, which actively develops children's knowledge and understanding both indoors and outdoors.
- To provide a rich and stimulating environment that encourages children to solve problems, access resources and develop confidence to ask for further direction and support.
- To encourage children to ask questions, think critically, make comments about observations, discuss and compare experiences, using newly acquired vocabulary as appropriate and know that all contributions made are valued.
- To provide opportunities for children to investigate the natural world through observing seasonal changes and developing an awareness of how this affects their environment (enhanced through Everton Nursery School and Family Centre's environment programme).
- To provide children with access to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world.
- To enable the children to access information and communication technology and learn how to select and use the equipment in the school/centre.
- To provide children with resources from around the world which reflect diversity and are free from discrimination and stereotyping. To promote positive awareness and curiosity of cultural diversity through handling artefacts, sharing significant events including educational visits, local area walks and local places of interest and visitors to the school/centre.

Co-ordination of this area of learning

Across the school/centre, Understanding the World is co-ordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has an Understanding the World curriculum coordinator. Together they lead the co-ordination of Understanding the World learning and teaching across the school/centre. This involves leading Understanding the World display work, purchasing and storing resources and monitoring standards of achievement in this area.

Planning

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. The carefully considered short term planning is always adaptable and flexible and arises as much as possible from the children's interests and

assessments. Within Understanding the World a particular emphasis is placed upon children exploring and making sense of their own world. The range of approaches that are used provide first-hand experiences as Heuristic Play sessions as well as Forest School activities. Staff have a crucial role in developing knowledge and understanding learning through giving clear explanations, which match the needs of children as individuals, taking into account how young children develop and learn. Children are encouraged to observe, communicate with others and solve problems as they explore and investigate. Staff educate the children to be safe online.

Resources

All adults working with children across the school/centre have a key role in supporting children's Understanding of the World. Staff act as guides and role models in the school/centre. Staff encourage the children to question, think, reflect, construct, explore and investigate which ensures that practice is evidenced based. Physical resources are organised across the school/centre, both in rooms (sand, water trays/toys, malleable and investigative resources) and indoor/outdoor storerooms. (Ipads, Eco File, gardening tools, magnets, magnifying glasses).

Accommodation

The school/centre environment indoors and outdoors promotes Understanding the World through wall displays, sand/water areas, investigative areas, malleable areas, labelled areas of learning within rooms, library, big book resource area, Investigation Room, Forest School area etc. Staff continue to enrich the outdoor environment with the children.

Home / Nursery links

The 'Parental Partnership Policy' emphasises the importance of parents/carers in supporting children's learning. The school/centre creates positive relationships with parents/carers and the local community to provide information on Understanding the World through school/centre displays, newsletters, opportunities to work in the rooms with children, attend visits, joint projects with universities and local companies and celebrations/celebrate festivals.

Impact

The Everton Assessment structure outlines how we assess children's learning across all areas of learning. Daily observations of children's learning within Understanding the World are discussed and assessed. Staff use their observations to inform planning for individual children in their development of Understanding the World. The Early Years Outcomes document is used as a basis for assessment of Understanding the World learning for children from birth to five years.

Policy Review

This policy was reviewed by a group of six Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 8th October 2024 and ratified at the main Governing Body meeting of Everton Nursery School and Family Centre Governing Body on Thursday 10th October 2024.