



Kay Rowe Nursery School and Children's Centre

Understanding Of The World Policy September 2009
Updated 2013

General Statement

_ Children should be learning the crucial knowledge, understanding and skills to help them make sense of the world. This forms the foundation for later work in science, design technology, history, geography, and information and communication technology. The areas of learning within the Early Years Foundation Stage are:

People and Communities

The World

Technology ICT

People and Communities

_Developing a sense of place is important for children as their world expands from home and other familiar places, to nursery and then school. Developing an interest in the local environment helps promote a sense of community and respect.

Planned Activities May Include

- Visits to the local area, library, shops, park, discover, post office etc
- Observing and using public transport.
- Visits to local places of worship.
- Visitors such as the fire brigade coming into nursery
- Mapping- aerial photographs of Forest Gate children's houses etc
- Use of small world toys to replicate the locality
- Symbols/ signs e.g. road signs (inside and outside)
- Photographs of the locality.
- Visiting children's houses
- Remote control toys (a sense of mapping and direction)
- Holidays in a different location – photo's
- 3D modelling of buildings

- Numbers on houses
- Celebrating cultural background

Communities

It is essential that young children develop a sense of themselves, their immediate and wider family and their communities.

We support young children to develop a sense of community by:

- Sharing photos of themselves and families
- Getting to know the special people in children's lives
- Sharing songs and stories from a range of different backgrounds
- Having visitors to talk with the children
- Visits to the local and wider community including visits to places of worship
- Celebrating a wide range of festivals
- Having displays in the nursery which reflect a wide range of cultures.

The World

Children should be given the opportunity to be engaged in first hand experiences designed to encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.

We do this by:

- ❖ Providing a wide range of stimulating activities including trips to the local environment.
- ❖ Providing regular opportunities to use the "wild garden" and the sensory room.
- ❖ Engaging in "sustained shared thinking"-where adults and children engage together on the same task for extended periods of time
- ❖ Asking open ended questions. e.g. "what would happen if?" and "can you find a way to....etc
- ❖ Using the appropriate terminology e.g. "liquids" and "solids"
- ❖ Allowing children to experiment and come to their own conclusions and to problem solve and to make mistakes.
- ❖ Modelling good practice e.g. hygiene and safety practices
- ❖ Capturing children's natural curiosity and wonder of the world and extending their knowledge.
- ❖ Providing opportunities to use a range of different tools.
- ❖ Providing a range of ICT programmes and devices.
- ❖ Engaging parents and other members of the local community to support diversity in planning and activities.

Time

It can be difficult to plan for activities which develop a sense of time in young children. Therefore making the most of spontaneous opportunities is essential.

Opportunities to develop a sense of time maybe spontaneous e.g. giving children a range of options when they are discussing time e.g. did this happen today or a long time ago?

Photographs of change over time provide a stimulus for discussion and recall.

Discussion such as what did you do today? What are you going to do next? all support this development.

All key worker areas have a “symbol timetable” which gives the children a pictorial sequence of the days activities. This enables children to discuss and sequence, what is happening now and what comes next,

Planned Activities May Include

- A sense of growth (babies –toddlers- nursery)/ brothers and sisters
- Discussing/celebrating significant events such as birthdays, death, marriages
- Daily routines- home and school, visual timetable?
- Recalling events- photo-books of activities in nursery/home, role play events that have happened
- Examining and comparing artefacts- things from a long time ago.
- Growth of plants, tadpoles, butterflies etc
- Sequencing puzzles
- Seasons
- Stories that include a sense of sequence or time passing.
- Vocabulary: today yesterday, tomorrow, soon, later, a long time ago, last week etc

Technology (see ICT) Policy

Aims

Information and Communications Technology is an accepted part of today’s society and is playing an increasingly large role in people’s everyday life. Teaching ICT will enable children to become conversant with new technologies and be able to competently use and benefit from the applications of ICT in their daily and future lives. We believe that using ICT is highly motivating for children and can enhance and enrich the teaching of other areas of the curriculum.

Objectives

- All children will have equal access to ICT regardless of ethnic origin, gender or ability demonstrating Kay Rowe’s commitment to equal opportunities.
- Children will have the opportunity to use different ICT equipment and software to carry out a variety of functions in a range of subjects and contexts.

- Children should use ICT to further their understanding of information they have retrieved and processed.
- Children will explore and develop an appreciation of the usefulness of computer systems that control things in everyday life.
- Children will have the opportunity to develop skills that will enable them to make full use of ICT applications and prepare them for the challenge of new technologies in the modern and developing world.
- Children will be helped to develop a sense of enjoyment and achievement by their use of ICT through a cross-curricular approach to their work.

Guidelines

- Where possible, ICT should be fully integrated into other curriculum areas and careful consideration should be given to ICT and its application when making medium and short term curriculum plans.
For example: ICT can be used to support early literacy, assessment for learning, in role play and in investigations

ICT/Luke/Nov2005/4pages 4