



EYFS Nursery Understanding the World Curriculum

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| <p>Over Arching Principles</p> | <ul style="list-style-type: none"> • A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured. • Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers. • Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs. • Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning. | | |
| <p>Characteristics of Effective Learning</p> | <p>Playing and exploring</p> <ul style="list-style-type: none"> • Finding out and exploring: Children are curious about people, their environment, and events. • Playing with what they know: They use their experiences to create pretend scenarios and take on roles. • Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes. <p>Active learning</p> <ul style="list-style-type: none"> • Being involved and concentrating: They stay focused on a task and are engaged in the activity. • Persevering: They keep trying when faced with difficulties and don't give up easily. • Enjoying achievements: They feel a sense of accomplishment when they succeed. <p>Creating and thinking critically</p> <ul style="list-style-type: none"> • Having their own ideas: They develop their own thoughts and concepts. • Making links: They connect ideas and see relationships between different things. • Choosing ways to do things: They develop and use their own strategies to achieve a goal. | | |
| <p>Core Vocabulary</p> | <p>Family, Baby, Past, Now, Change, Grow, Plant, Leaf, Autumn, Weather (sunny, rainy, windy), Cold, Warm, Hard, Soft, Smooth, Rough, Helper (nurse, dentist, firefighter), Community</p> | <p>Family, Helper, Job, Police, Firefighter, Doctor, Librarian, Map, Route, Left, Right, Building, Easter, Lantern, Dragon, Chinese New Year</p> | <p>Summer, Season, Hot, Dry, Beach, Woodland, Caterpillar, Butterfly, Life cycle, Plant, Grow, Seed, Habitat, Minibeast, Fossil, Dinosaur, Community</p> |

AUTUMN TERM - Link to NC Geography History Science RE

Development Matters 3-4 Milestones

Children talk about their families and communities, notice differences in environments, show care for living things, and explore simple scientific concepts such as cause and effect.

What we want the children to KNOW

Self in time: Recognises self in baby photos; contrasts baby vs now.
 Growth concepts: Names changes from babyhood (crawl/walk/talk).
 Material exploration: Begins describing sensory properties (hard/soft, cold/warm).
 Care cues: Responds to guidance to treat living things gently.

Property language: Uses simple adjectives for materials; narrates spontaneous tests.
 Action-reaction toys: Improves techniques (ramps, cars; push-pull toys).
 Community roles: Names emergency services; links roles to help.
 Experiment Q&A: Answers closed/anticipatory questions in simple tests.

SPRING TERM - Link to NC Geography History Science RE

Development Matters 3-4 Milestones

Children talk about their families and communities, notice differences in environments, show care for living things, and explore simple scientific concepts such as cause and effect.

What we want the children to KNOW

Resource selection: Collects particular materials for a purpose (building, collage).
 Mechanisms: Makes pegboard cogs/wheels/axles work toward a goal.
 Care routines: Imitates adult actions caring for plants/creatures.
 Explain choices: Begins explaining why a material/tool was chosen.

Purposeful collection: Selects and explains materials for task outcomes.
 Action-reaction design: Creates own water/gutter runs; simple wheeled vehicles.
 Living thing care: Works alongside adults; states gentle-care rules.
 Simple explanations: Gives very simple "how it works" talk.

SUMMER TERM - Link to NC Geography History Science RE

Development Matters 3-4 Milestones

Children talk about their families and communities, notice differences in environments, show care for living things, and explore simple scientific concepts such as cause and effect.

What we want the children to KNOW

Repeated experimentation: Actively tests materials; compares properties.
Remote control: Demonstrates actions to achieve outcomes; explains steps.
Life cycle narration: Describes plant/animal growth stage by stage.
Family and culture: Names family members; enacts aspects of celebrations with accurate vocabulary.

Investigation talk: Narrates findings in adult-led tests; predicts outcomes.
Systems with tools: Explains pulley/ride-on/digger operations to meet goals.
Community figures: Describes roles (postie, firefighter, librarian) and impact.
Personal history: Relates simple family babyhood stories linked to photos.