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| **Understanding The World – The World -Small Steps towards learning, understanding and developing skills sequentially** | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Moves eyes, then head, to follow moving objects  • Reacts with abrupt change when a face or object suddenly disappears from view  • Looks around with interest when in a room, garden, balcony or park, visually scanning the environment for novel, interesting objects and events  • Smiles with pleasure at recognisable playthings  • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle | • Encourage young babies’ movements through your interactions, e.g. touching their fingers and toes and showing delight at their kicking and waving. See Characteristics of Effective Learning – Playing and Exploring, and Physical Development | • Provide a range of everyday and natural objects to explore such as in treasure baskets for sitting babies.  • Provide additional interest – make small changes in the predictable environment.  • Provide spaces that give young babies different views of their surroundings, such as a soft play area, under a tree, on a lap, looking at bushes and flowers in a garden or park.  • Ensure that babies and toddlers experience the natural world around them: the wind, the sun, the moon, the movement of the leaves in the trees and different sounds such as birdsong and insect sounds. |
| 2. | • Closely observes what animals, people and vehicles do  • Watches an adult or another child hide a toy and tries to find it.  • Watches intently where a spider has scuttled away under leaves or when a bird flies nearby.  • Looks for dropped objects  • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers  • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing | • Play hiding and finding games inside and outdoors.  • Plan varied arrangements of equipment and materials that can be used with babies in a variety of ways to maintain interest and provide challenges.  • Draw attention to things in different areas that stimulate interest, such as a patterned surface. | • Provide lift-the-flap books to show something hidden from view. • Play hide-and-seek outside.  • Provide a variety of interesting things for babies to see when they are looking around them, looking up at the ceiling or peering into a corner.  • Display and talk about photographs of babies’ favourite places.  • Take babies on regular outings to a range of local environments. |
| 3. | • Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life  • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking  • Remembers where objects belong  • Matches parts of objects that fit together, e.g. puts lid on teapot | • Talk with children about their responses to sights, sounds and smells in the environment indoors, in playgrounds, with nature in gardens and parks and discover what they like about playing outdoors.  • Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles.  • Introduce principles of recycling, planting and care for our resources. | • Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change.  • Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions. |
| 4. | • Notices detailed features of objects in their environment  • Can talk about some of the things they have observed such as plants, animals, natural and found objects  • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake | • Tell stories about places and journeys. | • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.  • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places |
| 5. | • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  • Talks about why things happen and how things work  • Developing an understanding of growth, decay and changes over time  • Shows care and concern for living things and the environment e.g. helping to keep Nursery/PG tidy inside and outside, feeding the birds, looking after our pets, watering our plants, caring for fruit trees/bushes and allotment plants, using different tools in the garden to keep it tidy e.g. brushes/rakes/forks and spades  • Begin to understand the effect their behaviour can have on the environment | • Use parents’ knowledge to extend children’s experiences of the world  • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.  • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.  • Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions.  • Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature | • Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children’s interest.  • Provide opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs, phone apps to listen to and recognise birds.  • Explore different habitats outdoors, e.g. scent, colour and shape of flowers attracting bees, making a wormery, planning bird feeding on the ground and higher level.  • Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.  • Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs, or observing ice outdoors.  • Share stories related to pollution, climate change, habitat erosion, etc. |
| 6. | • Looks closely at similarities, differences, patterns and change in nature  • Knows about similarities and differences in relation to places, objects, materials and living things  • Talks about features of their own environment  • Talks about how environments vary from one another – e.g. beach, park, forest, garden, different places they have been and differences between different kinds of buildings etc.  • Makes observations of animals and plants and explains why some things occur, and talks about changes | • Help children to notice and discuss patterns around them, e.g. tree bark, flower petal or leaf shapes, grates, covers, or bricks.  • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.  • Use appropriate words, e.g. town, village, path, house, flat, cinema, skyscraper, hydrant, cirrus, cumulonimbus, temple and synagogue, to help children make distinctions in their observations. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.  • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.  • Encourage the use of words that help children to express opinions, e.g. busy, quiet and pollution.  • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.  • Pose carefully framed open-ended questions and prompts, such as How can we…? What would happen if…? I wonder… | • Give opportunities to record and creatively represent findings by, e.g. drawing, writing, making a model or photographing, through music, dancing or dressing up.  • Provide stories that help children to make sense of different environments.  • Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive.  • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.  • Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors.  • Make connections with places and spaces locally, such as museums, galleries, open spaces, arts centres, sports centres. Encourage parents to join you on regular outings, which can result in family visits to the same places. |