

Manningham Community Nursery Schools Federation



Understanding the World Policy

Rationale

"Play is the highest form of research." Albert Einstein

"We are preparing children for jobs that don't exist yet, using technologies that haven't been invented, in order to solve problems we don't even know are problems yet"

Sir Ken Robinson

Understanding the world around us both made and natural, and feeling connected to and appreciating our community is essential to leading a happy and satisfying life. In nurturing children's innate curiosity to explore, investigate, question and hypothesis we will be supporting them to deepen their understanding and develop resourcefulness and resilience; advancement attitudes they will need in our fast moving world and ever changing world. Children will need the capacity take risks, think flexibly and respond positively and to challenge. Through offering a wide range of experiences across the aspects of understanding the world children will have the opportunity to practice these important traits.

To provide effectively for the needs of all our children we will use the 'Statutory Framework for The Early Years Foundation Stage' to inform our practice.

The four guiding principles of EYFS, Unique child, Positive relationships, Enabling environments and Children develop and learn in different ways at different times will be at the heart of our day to day practice.

We recognise the individuality of all children and the need to nurture their confidence, capabilities and independence, to this end we will ensure that our practice reflects the characteristics of effective teaching and learning, playing and exploring, active learning and creating and thinking critically.

An important part of work is to help children understand how we need to protect and 'sustain' the world we live in - our ENERGY CODE will form an important part of our daily practice.

Aims

Our aims set out how we intend to deliver a high quality curriculum

- To provide a broad and differentiated range of hands on stimulating investigative and observational experiences, both indoors and outdoors
- To use our community and the wider world to extend children's knowledge and experiences and understanding of their rich cultural surroundings
- To provide the opportunity for children to engage with a range of technology
- To have a particular focus on the aspects of understanding the world in our planning and assessment
 - **People and communities**
 - **The World**
 - **Technology**
- To provide opportunities that help children to become aware of explore issues of differences in gender, ethnicity, language, religion, and culture and of disability or special needs issues.
- To ensure that all children are supported in making the best possible progress.

Objectives

Our objectives set out how we implement our aims

- We will provide experiences that encourage children's natural curiosity and involve them in exploratory play and investigation and a desire to find out more
- We will ensure that adults teach children the skills and techniques of using tools equipment and allows practice of these so that they can use them independently and effectively
- We will provide experiences that require close observation and also observation of change over time
- We will ensure experiences encourage talk and discussion and questioning and ensure that staff understand their role in interaction
- We will provide a wide range of activities that start with children's present and past experiences and we will support children in recalling and drawing on their previous knowledge
- We will provide experiences that encourage problem solving, predicting and decision making
- We will use the indoor and outdoor environment, visitors, trips and outings as sources of extending experiences, knowledge and learning
- We will encourage children to begin to record their findings in the most appropriate way
- To ensure that children are making the best progress, over time, we will assess and track their progress. The results of which will inform future planning both at an individual and curriculum level.

The following support the implementation of this policy and ensure we monitor impact

- a. Guidelines on Curriculum Planning
Birth to 3 years / 3-5 years
- b. Communication Strategies with Children
- c. Understanding the World Guidelines
- d. Energy Code
- e. Assessment Policy and Guidelines