

## Cherry Hinton Nursery and Reception Understanding the World Progression



Understanding the World (UW) is one of the four specific areas of learning in the EYFS framework. It involves **guiding 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.**

The frequency and range of children's personal experiences increases their knowledge of the world around them from local visits, meeting members of the community from different backgrounds and doing different jobs. Listening to a wide range of literature with diverse subjects and settings will enrich and support these experiences and extend children's vocabulary.

Special Experiences	Trips to local church, park, shops, library and allotments.			Trips to Cherry Hinton Park, Wimpole farm, local church and shops		
Reception ELG	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
<p><b>Past and Present:</b>  <b>Children can talk about the lives of people around them and their roles in society. Know similarities and differences between now and the past Understand the past through settings characters and events through books read.</b></p>	<p>History – based on All About Me books and family history e.g. baby photos – I used to be a baby...before/now                      Use photos-talk about things that have happened in the past e.g. in the summer holidays.</p>	<p>Looking at our CLASS BOOK and recalling things we have done over the year as a class.</p>	<p>Look at old photos/book illustrations – notice differences e.g. in clothing/housing in illustrations of old nursery rhymes etc.  <b>Peepo</b>  <b>Polly kettle</b></p>	<p>Pictures of me as a baby, how we've changed, a sense of the past                      New baby brothers/sisters. Grandparents, - photo or object from your childhood that is different to today                      Books about families.</p>	<p>As a class create a very simple timeline – things from the past/THEN,a few years ago things from today/NOW,                      Use Magic Grandad                      Traditional tales-language –long ago,</p>	<p>Discuss what they can do at the end of Rec. compared to beginning.</p>
<p><b>Natural world:</b>  <b>Explore making observations, drawing pics of plants and animals. Know similarities and differences between the natural world around them and contrasting environments. Understand important processes and changes in natural world including seasons and states of matter.</b></p>	<p>Leaves falling off trees, finding different sizes and shapes and colours                      Walk in the grounds and local walks.                      Weather – wear wellies and jumped in puddles.</p>	<p>Explore the weather and trees in different seasons observational drawings from nature; observing changing states of matter – ice/water; cornflour – liquid solid)                      Naming birds we spot outside – crow, robin, pigeon etc and specific seasonal flowers e.g. daffodils, snowdrops, bluebells etc</p>	<p>Eat produce from plants we have grown and cooking e.g. potatoes carrots. Eating strawberries etc.                      Measuring plants (big bigger; tall/tallest); naming parts of plant (roots, stem, leaves etc)</p>	<p>Leaves falling off trees, finding different sizes and shapes and colours. Conker Hunt  <b>Leaf Man</b>                      Investigate the weather                      Ice – where does it melt?                      Night time walk with torches, spot constellations, what can you see at night-time?  <b>Owl Babies</b>                      Footprints in the frost.  <b>Gruffalo's Child</b>                      Evaporating puddles.  <b>Penguin Blue</b>-stories about frozen environments</p>	<p>Identify - basic structure of plants – stem, roots, leaves                      New buds                      Growth                      Decay                      Planting- observational drawings from nature                      Trees Matter – park round corner, Cherry Hinton hall                      -  <b>Jasper's Beanstalk</b>  <b>Oliver's vegetables.</b></p>	<p>Making shadows                      Butterfly Hatching                      Sun cream                      Wimpole Farm</p>

<p><b><u>People, Culture and communities:</u></b>  <b>Describe their immediate environment using knowledge from observation, discussion, books and maps.</b></p> <p><b>Know some similarities and differences between different religious and cultural communities in this country drawing on experience and reading.</b></p> <p><b>Know some similarities and differences between life in this country and others drawing on knowledge from books, maps.</b></p>	<p>Local walks – to church; library; allotments; park; Nisa; bakery etc          Make maps of our walks.</p> <p>Celebrate religious festivals - Diwali, Christmas, Eid,</p> <p>Children learn “hello” in languages of all other children in the class - look at the country and flag of that country and place on world map.</p>	<p>Positional language (Rosie’s Walk; Sam and Dave Dig a Hole; we’re going on a Bear Hunt; Three Billy Goats Gruff)</p> <p>Pesach, Chinese New Year with families in nursery who are celebrating these festivals          Visit Cherry House to get Chinese food to celebrate Chinese New Year          Crafts/foods from China and other places the children are from.</p>	<p>Maps in pirate play</p>	<p>Positional language – <b>Rosie’s Walk</b>          Sharing of customs and celebrations in news-times, using photos from tapestry-weddings, birth, holidays.          Look at places from stories and class where located in world.          Introduce globe, differentiate oceans/seas and land</p> <p>Encourage visitors from different cultures to share experiences.</p>	<p>Trees Matter trip-look at roads, shops, houses, house numbers along the way.</p> <p>Celebrations – Diwali, Chinese New Year, Easter          All About me - photos of celebrations from home on tapestry          Visit – Church          Victoria Goodman – godly play          Older child/parent – comes to class, talks about Eid</p>	<p>Introduce map language – river, forest, wood, stream/river, bridge, lake/pond (a map of <b>Billy Goats’ Gruff</b>, direct the billy goats a safe way round. Left and Right          Draw treasure maps          Point out topography in <b>bear hunt</b> story).</p>
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