



# Westleigh Methodist Primary School

## Nursery Understanding the World

### LTP Progression of Skills and Knowledge



**With God, all things are possible – Matthew 19:26**  
**Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice**

<b>Statutory Guidance from the EYFS Framework for Understanding the World:</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
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Development of Past and Present	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	Children using words ‘now’ and ‘next’. Children talking about their family, who they live with and any pets.	Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words ‘then’ ‘now’ ‘next’ ‘before’.	Children understanding the terms ‘old’ and ‘new’ and recognising old and new objects e.g. cars, shops, photos	Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past.	Children confidently talking about who they are and who they live with, Children asking questions to family members about when they were young.	Children beginning to understand how to sequence two events. Children sequencing family members e.g. baby, mum, grandma.
<b>Vocabulary</b>	Now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets,	Past, before, events, now, then, before, next.	New, old, past, present, now, different, same, rusty, black and white, modern.	Past, happens, events, experiences, Easter, egg hunt, same, different, old, new.	Family, live with, family tree, old, new, past, questions, happened.	Sequence, first, last, then, before, family, names, family tree.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Children playing discussion games where they take it in turns to talk about their family e.g. roll a ball and then whoever has the ball says who is in their house.</li> <li>Adults promoting children to talk about their home and home life.</li> </ul>	<ul style="list-style-type: none"> <li>Adults modelling these terms correctly and rephrasing children’s words so they are too using them correctly.</li> <li>Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time).</li> </ul>	<ul style="list-style-type: none"> <li>Children going on a local walk and looking at old a new – houses, shops, cars, statues or memorials.</li> <li>Children looking at photos and objects or books from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Children discussing how they have celebrated Easter in the past.</li> <li>Children looking at photos and objects or books from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Children discussing with adults during activities who they live with and who the adults are to them.</li> <li>Children exploring a family tree.</li> <li>Children having the opportunity to ask parents and grandparents about their lives in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Children being taught how to ‘sequence’ using two familiar events – either in the present day or from across the year.</li> <li>Children continuing with their work around families and family trees.</li> </ul>

Development of People, Culture and Communities	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	<p>Children talking about their families. Children talking about who is special to them and why. Children naming their family members.</p> <p>Children talking about their homes and what they have inside their homes.</p>	<p>Children talking about how we look after our friends and families. Children talking about the celebration of Christmas.</p>	<p>Children recognising familiar signs, shops in my environment and local environment. I can talk about the transport used in my community. I can talk about the similarities and differences between celebrations I know and celebrations in other countries e.g. Christmas and CNY.</p>	<p>Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations.</p>	<p>Children developing an idea of 'belonging'. Children beginning to understand what the 'wider world' is and how we all play a part and get along with one another.</p>	<p>Children using the correct vocabulary to name different features of their community. Children know there are other countries than England and that they look different to ours.</p>
<b>Vocabulary</b>	<p>Family, family names, special, care, look after, home, bedroom, kitchen, living room, bathroom</p>	<p>Friends, family, Christmas</p>	<p>Shop, memorial, stop sign, traffic light, transport, community, local areas, same, different, celebrate, Chinese new year, Christmas.</p>	<p>Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse</p>	<p>Belonging, groups, own ideas, the world, other countries, other people. Getting along, patience, tolerance.</p>	<p>Names of the features in the environment, countries, same, different, hot, cold.</p>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Adults prompting children to talk about their families and homes.</li> <li>Adults discussing with children their homes and what is inside their homes</li> <li>Adults asking children at drop off and pick up times who it was/will be today.</li> </ul>	<ul style="list-style-type: none"> <li>Adults encouraging children to look after their friends and family if they want to e.g. get them a tissue,</li> <li>Children exploring a range of celebrations at nursery including birthdays, Diwali and Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Adults promoting the celebration of a range of festivals around the world</li> <li>Children exploring the local environment and looking at familiar shops/signs etc.</li> </ul>	<ul style="list-style-type: none"> <li>Children having visits from a range of occupations and reading stories on a range of occupations too</li> <li>Children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too.</li> </ul>	<ul style="list-style-type: none"> <li>Adults introducing the idea of British Values through activities, discussions and stories.</li> <li>Children discussing patience and tolerance and adults supporting children to be tolerant and patient.</li> </ul>	<ul style="list-style-type: none"> <li>Children exploring the local environment,</li> <li>Drawing maps, creating small worlds versions of their local area</li> <li>Children learning about other countries around the world and comparing them to the country we live in.</li> </ul>

Development of the Natural world	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	Children showing respect and care for their environment. Children talking about their home environment and school environment. Children exploring their world and environment through their senses.	Children exploring the changing weather and seasons. Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.	Children understanding how and why we respect and care for animals. Children exploring a range of materials and natural objects.	Children exploring the changing weather and seasons (Spring) Children learning about new life and plants based around Spring time	Children growing plants from seeds and caring for them, Children exploring how these plants grow and change over time.	Children exploring the changing weather and seasons (Summer), Children noticing changes such as ice melting in the sun and offering a reason why.
<b>Vocabulary</b>	Respect care, look after, home, school, nursery, touch, see, feel, smell, hear, taste.	Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore	Respect, care, look after, materials, man-made, natural, nature.	Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring,	Seeds, soil, water, care, look after, grow,	Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, changes, why
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Adults modelling respect and care and encouraging children to do this too</li> <li>Adults talking to children about their home environment and school environment.</li> <li>Adults setting up activities for children to explore.</li> </ul>	<ul style="list-style-type: none"> <li>Stories, discussions and activities based on the weather and seasons</li> <li>Adults setting up activities for children to explore.</li> <li>Books on the body, discussions on the world.</li> <li>Adults basing activities on children's interests.</li> </ul>	<ul style="list-style-type: none"> <li>Adults teaching children about nature, the world and animals and how and why we care for them,</li> <li>Adults setting up activities to explore materials and their functions.</li> </ul>	<ul style="list-style-type: none"> <li>Stories, discussions and activities based on the weather and seasons.</li> <li>Adults setting up activities for children to explore.</li> <li>Spring based stories, activities, looking at lambs, chicks, tadpoles</li> </ul>	<ul style="list-style-type: none"> <li>Adults supporting children to plant their own seeds and grow them.</li> <li>Children re-visiting their plants to see how they have grown.</li> <li>Exploring the life cycle of caterpillars.</li> </ul>	<ul style="list-style-type: none"> <li>Stories, discussions and activities based on the weather and seasons.</li> <li>Adults setting up activities where 'changes' and 'processes' are involved such as ice melting or colour changing experiments.</li> </ul>

<b>The Reception expectations in UTW for reference. Where are children going?</b>	<p><b>Past and Present</b> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities</b> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b>The Natural World</b> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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