



## Westfield Nursery School. Understanding the World Policy

### **Vision-**

At Westfield Nursery School we aim to deliver against our vision. "Inspired beginnings, outstanding futures".

*'Children are born ready and eager to learn. They actively reach out to interact with other people and the world around them.'* (Early Years Foundation Stage-EYFS)

### **Understanding the World**

Children at Westfield Nursery School are empowered to learn about and make sense of the World in which they live. This is achieved by offering a broad and balanced curriculum where children can observe, explore, question and solve problems as part of their play. Children can build on their skills and knowledge of investigating, exploring, design and making and information communication technology, the environment and other people. This will form the basis for later work in science, design technology, information communication technology (ICT) history, geography and religious studies.

### **Guidelines for Implementation**

Early year's practitioners, both inside and outside, should:

- Treat every child as unique, using observation of what the child is learning to plan for their individual development.
- Have a positive attitude to the learning outcomes for the Understanding the World Development in the EYFS document.
- Ensure they have positive relationships.
- Encourage children to be interested and question the world in which they live.
- Provide an enabling environment.
- Allow access to the inside and outside areas for children to explore their environment.
- Provide resources which are accessible for all children.
- Have a good knowledge of ICT.

### **Guidelines for Implementation - People and Communities**

Early year's practitioners, both inside and outside, should:

- Provide opportunities for children to explore.
- Be positive about differences and recognise all children have a valuable contribution to make.
- Celebrate and value differing cultures, religious beliefs and celebrations.
- Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.
- Encourage children to talk about their own home and community life and to find out about other children's experiences.
- Encourage children to develop positive relationship with community members.

### **Guidelines for Implementation- The World**

Early year's practitioners, both inside and outside, should:

- Inspire children to explore and solve problems e.g. during Science week.
- Inspire children through special days and events, expanding knowledge e.g. Farm visit and Beep Beep Day.
- Expand children's understanding of occupations through the use of a visitors programme e.g. police officer or librarian and the role play area e.g. library.
- Plan arrangement of equipment and materials in a variety of ways to maintain interest and provide challenges.
- Use small world resources to make links and extend learning.
- Talk with children about their responses to sights, sounds and smells in the environment.
- Encourage children to explore puddles, trees and surfaces such as grass, concrete or pebbles, for example in both Nursery gardens and the Forest School area
- Support children with planting and growing, e.g. for Dunstable in Bloom
- Support children in finding and taking care of living things e.g. bug hotel, chicks or butterflies.
- Tell stories about places and journeys.
- Provide resources and books about times past.
- Allow children to talk about and reflect on past experiences and significant events in their lives.
- Talk about the weather.
- Examine change over time.

### **Guidelines for Implementation -Technology**

Early year's practitioners, both inside and outside, should:

- Support children in exploring the control technology of toys e.g. electronic toys.
- Support children when using the interactive table and/ or tablets. (Staff will be aware of the amount of screen time children are having.)
- Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.
- Encourage children to think about how things work.

### **Equal Opportunities**

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/social backgrounds. Any observed inequality such as an activity only being accessed by a particular group needs to be discussed and addressed. It is important to consider the cognitive and English language abilities of the children for whom English is an additional language and for children with special needs.

### **Liaison with parents/ carers**

Families are encouraged to share their experiences of the World, for example through our International Stay and Play Day. We want to celebrate the world around us and the children's experience of it. We also send home a learning challenge to encourage parents/ carers to understand more about UTW and work with their children at home.

### **Safety**

Staff will ensure all resources that are put out are safe and useable for children, staff will also ensure that the outside area is checked during the morning health and safety check.

### **Assessment and Evaluation**

Overall curriculum lead is Mrs Andrews, lead teacher. She is supported by the Understanding the World Development Team (Miss Shaw and Mrs Sunderland) who monitor, evaluate and implement necessary changes to ensure effective provision of Mathematical Development opportunities. This is done through regular scrutiny of policy, planning, assessment, observations and feedback from other members of the nursery.

### **Conclusion**

Implementation of this policy will ensure the children have the best start in understanding the world in which they live.

Policy reviewed March 2020

To be reviewed March 2021.