



Westfield Nursery School. Understanding the World Policy

Vision

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

Background

Understanding the World development is identified as a Specific area under the Early Years Foundation Stage Curriculum. Children enter Nursery with a range of experiences and access to resources at home.

Intent

Children at Westfield Nursery School are empowered to learn about

- their place in the world
- the environment, other times and other places
- and make sense of the world in which they live through observation, exploration, questioning, investigating and solving problems

This will form the basis for later work in science, history, geography and religious studies.

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 curriculum
- Ensure they have positive relationships
- Encourage children to be interested and question the world in which they live
- Provide an enabling environment for children to explore, both inside and outside
- Be positive about differences and recognise all children have a valuable contribution to make
- Celebrate and value differing cultures, religious beliefs and celebrations and instil British Values
- 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
- 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 visitor's 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, smells, taste and touch

- 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 and the guinea pigs
- 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
- 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

Roles and Responsibilities

Overall curriculum lead is Mrs Andrews, lead teacher. Class leaders take responsibility for planning Understanding the World.

Resources

There are a variety of resources that can be used to promote understanding the world development. For example, magnifying glasses. Children should be encouraged to share in the responsibility for the equipment and have clear expectations with regard to storage, use and care. It is everyone's responsibility to ensure that all resources are in good working order and appropriate for the children's stage of development.

Safety

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

Equal Opportunities

All practitioners must have high expectations of what the children can achieve regardless of gender, ability, race or cultural/ social backgrounds.

Interventions

The EYPP champion ensures understanding the world is the focus during the Forest school intervention.

English as an Additional Language

We welcome children and families for whom English is an Additional Language (EAL) and see multilingualism as an asset and support the parallel use of home languages and English. We have a range of dual language books and translation cards.

Equal Opportunities

Practitioners have high expectations of what the children can achieve regardless of gender, ability, race or culture/social backgrounds.

Working 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.

Assessment, Monitoring and Moderation

Two-year checks are completed for those children starting in our two-year-old class.

Two weeks after settling in week a baseline is completed. Assessments are then completed at the end of each term so the school can monitor progress and target next steps.

The school has a program to monitor and evaluate the work of the school through regular scrutiny of policy, planning, assessment, observations and feedback from staff, parents and carers.

The judgements staff make are moderated with outside agencies to support validation of these assessments.

Impact (Based on exit data and questionnaires from June 2021)

Children make better than expected progress in reading and expected progress in understanding the world from initial baselines.

Children report they like a range of outside experiences such as 'Trying new foods on International day and seeing all the flags.'

Conclusion

Implementation of this policy will ensure children reach their potential in the area of Understanding the World.

Reviewed March 2022