

## Rockwood Nursery School

### Sequence of Learning for Understanding the World

#### **Intent for The World**

*for children to show curiosity in the world around them*

#### INTENT

	Environment	Living things	Materials	Seasons/Weather
<b>Stage One</b>	To show an awareness of environment and learn where objects/resources are and have a place, e.g. tidy up time.	To explore and investigate the natural environment. Show an interest in turtles at Nursery. Name some objects in the natural environment.	To explore sensory experiences in the environment. Explore things that move and develop any trajectory and rotational schemas.	To explore the natural environment using all of their senses. Experience learning in different weathers such as rain, sun and wind and begin use the correct vocabulary to describe this.
<b>Implementation</b>	Take part in the daily routines We name each areas of our environment, using labels and visuals. On induction children are shown around the nursery and can choose which area they would like to play in. Children are encouraged to tidy an objects away, boxes and shelves are clearly identifiable to enable children	We have extensive outdoor play areas: Sensory garden Front garden and allotment Yard with large construction area. Forest School Children are introduced to the turtles, staff model how to handle and care for them.	We have a variety of sensory/treasure baskets to investigate. Participate in lots of repetitive play using man-made and natural materials. We model scientific language describing what they can smell, touch and see. Children explore puddles, trees and surfaces such as	We play outside in all weathers, so the children have the opportunity to experience a variety of weathers. Outside clothing facilities are available for all children. Children are encouraged to dress in full water-proof wet suits when it is/has been raining or when playing in the muddy area. The children are also provided with woolly hats, gloves and scarves for the winter and sun hats in the

	to independently tidy their toys away.		grass, concrete, fake grass, soft play and pebbles.	summer. This appropriate clothing, available to all children, will allow stage 1 children to explore the outside world, whatever the weather. Staff talk to children about what they can see, hear and smell.
<b>Stage Two</b>	To use extending vocabulary to talk about different environments. Name features of the environment eg sand area Begin to talk about their own daily routines such as sleep, eating and brushing	To Learn new vocabulary associated with the environment, name objects within the natural environment.	To explore and investigate cause and effect in different situations for example the wind blowing a windmill or the water pouring if the tap is on. Recognise the properties of some common resources in the Nursery School.	Notice times of the day such as group time, dinner time, night and day. Notice and describe the weather, using simple terms and the effects it may have. Recognise when the weather is making them feel hot or cold.
<b>Implementation</b>	As above and : Children are supported to move freely throughout nursery. We encourage children to gain confidence when tidying object away looking at the photo on the box or shelf, if an object belongs to a different room (place knowledge)	As above and : We provide animals within our Small World areas for the children to explore staff model the animal names along with their sound encouraging the children to repeat. We look through and read animal books Farm, Zoo and Jungle. We provide opportunities for the children to observe to way animals move and represent this in our play.	As above and : See Technology (cause and effect) Compare heavy wooden bricks or smooth feathers in the creative space, with an adult supporting them to use words to describe the objects.	Children are eased into the routine when they arrive and schedule of the nursery and are gently encouraged reminded of transitions with techniques such as "now and next" and 5 minute warnings.  Children become familiar with talking about the weather through organised group times, especially at the start of the session. An adult, leading the group time, will ask the children what the weather is like outside, how that make

		<p>Role play opportunities to look after the dolls.</p> <p>Recognise that babies and animals need things that are different to them such as milk for their food etc.</p>		<p>them feel (hot/cold/wet) and what clothing would be appropriate to wear.</p> <p>Outdoor areas provide opportunities for investigation of the natural world, chimes, streamers and bubbles to investigate the effects of wind.</p>
<p><b>Stage Three</b></p>	<p>To use objects in small world for correct purpose, e.g. train on train track, car on road.</p> <p>To use language to describe a journey.</p> <p>Explore all different areas of nursery with confidence.</p>	<p>To identify and name objects, e.g. grass, tree.</p> <p>To Understand that living things need to be looked after, e.g. watering plants in our Allotment.</p> <p>Understand life cycles and change and growth.</p> <p>To begin to understand how elements of their daily routine can help them stay healthy.</p>	<p>To use language to describe what they see, hear or feel. Experiment, investigate and test different materials for different purposes for example, different glues for sticking.</p> <p>Exploring using their senses to recognise the features of different materials.</p> <p>Experience combining different foods when baking, observing the changes that happen.</p>	<p>Examine change over time. Know that there are many different types of weather and make connections to how this weather can cause changes to the Nursery environment. For example, rain makes puddles.</p> <p>Notice detailed changes in the environment.</p>
<p><b>Implementation</b></p>	<p>Small world areas in each room –</p> <p>Zoo, farm, cars, trains and dinosaurs.</p> <p>Fiction and nonfiction books about places such as Zoo, Farm or the beach to remind children of visits to real places.</p>	<p>Explore the bug hotel in the garden and Hedgehog house in Forest School using magnifying glasses and bug catchers.</p> <p>Duck/Chicken eggs – watch them hatch help to care for them learning about them.</p>	<p>Forest School – Listening tree time 1,2,3 where are you.</p> <p>Lots of baking takes place in nursery which enables learning about the characteristics of liquids and solids by involving</p>	<p>As Above and:</p> <p>Use non-fiction and information books to learn about different seasons and weathers.</p> <p>Outside areas are accessible to all children at all times of the year.</p> <p>Allowing children to examine the changes that the seasons bring;</p>

	<p>Talk about/recall their own journeys to familiar places eg nursery discuss distance-long way ask questions – What did you see, How did you travel?</p>	<p>Children help to plant seeds in the allotment and learn about what they need to grow.</p>	<p>children in melting chocolate and watching cakes change texture and rise. Cooking on open fire in Forest School. Also observe and talk about ice and the effects of frozen and melting, the children enjoy using hammers to free the frozen dinosaurs in the ice blocks.</p>	<p>the flowers in spring and the conkers in autumn.</p>
<p>Stage Four</p>	<p>To understand early map skills, e.g. how to get to locations Begin to understand that we need to care for our environment.</p>	<p>Know that plants are grown from different types of seeds. Experience planting and growing different seeds for a purpose, for example a beanstalk like Jack or vegetables grown for food to eat. Observe and describe what they see when a plant is growing. Create pictures of different plants, recording colours and parts of the plant correctly.</p> <p>Life cycle of Living things. To name some of the things that they do to stay healthy, for example hand washing, exercise.</p>	<p>Experiment within play to find ways to change how objects move. For example, finding different ways to make objects move faster or slower, testing them on different surfaces or move guttering higher to make things faster or slower. Begin to talk about how some objects float and sink.</p>	<p>To Begin to understand that there are different seasons throughout the year and use the correct language to name different seasons as they are happening. Use a pictorial representation to describe the weather for that day.</p>

Implementation	<p>As above and :</p> <p>To create our own maps to direct a friend to a different space within nursery or Treasure map.</p> <p>Recall map from when we have been for a walk up Towneley.</p>	<p>As above and :</p> <p>Rockwood Allotment – Children are involved in planting a variety of different fruit and vegetables seeds such as, carrots, beetroot, potatoes, strawberries and herbs.</p> <p>Books and Garden centre role play.</p> <p>Watch the caterpillars grow into butterflies.</p>	<p>As above and:</p> <p>In water play we have a variety of object and the children predict by holding and looking they predict what might happen.</p> <p>Implementation of Wellcomm.</p>	<p>As above and:</p> <p>To talk about family experiences according to different times of the year eg Christmas – winter Summer holidays etc.</p> <p>Conversations about the weather are encouraged throughout free-play. As mentioned above, weather is regularly discussed as part of adult lead</p>
Stage Five	<p>To experience travelling to a different location using coaches or a train to get there.</p> <p>Create their own maps to direct a friend to resources or a space within the Nursery School.</p> <p>Take part in recycling within the Nursery – paper bins clearly labelled.</p>	<p>Know what a plant needs to grow and care for their plants correctly.</p> <p>Know that some plants / vegetables grow underground and parts of the plant will be above the ground.</p> <p>Begin to name different parts of the plant such as root stem, leaf and flower.</p>	<p>through testing and repeating know that some materials match a particular purpose.</p> <p>Predict what they think might happen and change strategies or materials if needed.</p>	<p>To recognise different weathers require people to wear different clothing.</p> <p>Begin to connect experiences and celebrations to different times of the year. For example, Jack Frost and Christmas to winter</p>
Implementation	<p>As above and:</p> <p>Children encouraged to talk about their travel, trains, coaches</p> <p>School leavers experience travelling on a coach to places outside their town during organised school trips.</p>	<p>As above and:</p> <p>Story sack – Oliver’s vegetables</p> <p>Books – Handas surprise</p> <p>Books about different parts of the plant.</p> <p>Observational drawing of plants naming the parts as they draw.</p>	<p>As above and:</p> <p>We provide opportunities for the children to make, construct and test different objects ask questions eg Will they float? Will they sink?, houses for the three pigs (within Forest School).</p>	<p>As above and :</p> <p>Children learn to dress independently according to the weather.</p> <p>Encouraged to recall and share family experiences within a group.</p>

<p><b>Stage Six</b></p>	<p>Show an awareness of different towns, places and countries beyond Burnley. Notice that they may have different features to the ones in which they live. Know how to stay safe near the roads and traffic.</p> <p>Understand why we need to recycle and that some substances such as plastic can be harmful to living things.</p>	<p>To name the parts of a plant and understand their functions. Observe and draw different plants, adding increasing details.</p> <p>Cook and then taste different foods grown in the Nursery and use words to describe the taste.</p> <p>Begin to develop an awareness of the life cycle of plants.</p> <p>Nursery and use words to describe the taste.</p>	<p>To know the names of different materials for example, plastic, wood and metal.</p> <p>To sort different materials according to their properties. To predict what they think will happen to different materials when they are used in different ways</p>	<p>To recognise the visual changes in each season through books and stories and attempt to say the names of the seasons correctly.</p> <p>To name different weathers correctly.</p>
<p><b>Implementation</b></p>	<p>As above and : We walk to local park using safety vests and a walking rope.</p> <p>Safety talk takes place before we leave, not running off, taking care when crossing the road.</p> <p>Children are encouraged to take part in recycling within the Nursery – paper bins clearly labelled.</p>	<p>As above and: Cook the vegetables that we have grown and eat them.</p> <p>Eat the fruit that we have grown.</p>	<p>As above and: Using tools in forest school predict what a drill may do to wood, metal and plastic .</p>	<p>As above and: Termly walks to Towneley Park – observe the changes in the environment from their previous walk.</p> <p>Children are encouraged to talk more in depth about weather – rainbows, storms etc.</p>
<p><b>Impact</b></p>	<p>The children have a good understanding of their surroundings, feel confident to talk about where they have been and what they have seen.</p>	<p>The children have a good understanding of living things and how they should look after them, they take great care looking after the</p>	<p>Children find the environment welcoming and interesting.</p> <p>Have a rich set of materials for learning opportunities and can use</p>	<p>The children will describe the four seasons, understand differences in weather cold weather in Autumn and Winter and warmer in Spring and summer. Good understanding of daylight and darkness-nighttime.</p>

	<p>To be safe when outside of nursery taking care on the roads and surrounding areas.</p>	<p>allotment and pride at what has grown. The children will have an awareness of healthy foods and enjoy tastings fruit and vegetables and the effects eating healthy has on their body.</p>	<p>all 5 senses to prevoke thing, open-ended outcomes and creativity such as nature table, textures and smells, the children compare play in various environments. Children begin to show an understanding of what we need to recycle eg, plastic milk cartons and paper and how to care for the environment.</p>	
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