



Curriculum Policy for Knowledge and Understanding of the World

Foundation Stage (Nursery and Reception)

Aim

To enable the children to develop the knowledge, skills and understanding they need to make sense of the world.

Objectives

To provide the children with first-hand experiences that encourage observation, exploration, prediction, problem solving, critical thinking, decision making and discussion.

To provide a range of indoor and outdoor activities that stimulate children's curiosity and interest.

To provide opportunities for children to become aware of the similarities and differences between themselves and other people and to understand that all people deserve to be treated with respect.

To provide support in helping children communicate and record their observations and predictions orally and in other ways (e.g. drawings or models).

Operating Policy

The curriculum will be implemented in order that the children have opportunity for practical investigation with a wide range of equipment and tools, in structured free play, individual, group and adult directed situations.

The children will be encouraged to question, hypothesise, predict and observe, and to form opinions based upon their experiences.

Programme of Work

The programme of work will take the form of a mixture of topic based and general activities. The children will be able to explore properties of materials and tools in an open-ended manner. Parental and community links will be developed to further support learning.

The programme of work will include some or all of the following types of activity:

Exploration and Investigation

- *Observation of objects, materials and living things with and without aids such as magnifying glasses, binoculars and microscopes.*
- *Pictures and collages of natural scenes including animals, plants and trees.*
- *Observation of animals and plants both inside and outside the nursery.*
- *Free play with objects and materials that have different purposes and work in different ways (torch, egg whisk, construction toys).*

- *Individual and group discussions about the weather and changing seasons.*
- *Keeping daily and weekly weather charts.*
- *Structured sand play giving the children opportunities to observe and predict outcomes.*
- *Structured water play giving the children opportunities to observe and predict outcomes.*
- *Visits to parks, farm parks, zoos and wildlife parks.*
- *Discussion of the children's findings, allowing them to ask questions and speculate on reasons.*

Designing and making skills

- *Using a wide range of materials and tools to make objects relating to topics, experiences and visits.*
- *'Junk' modelling.*
- *Collage.*
- *Simple measuring activities.*
- *The use of construction toys to make models and vehicles.*
- *Using the computer to design something, a garden, a toy etc*

Information and Communication Technology

- *Discussion about different technological items e.g. telephones, televisions.*
- *Role play using technological items e.g. a telephone discussion between a doctor and a patient.*
- *Use of remote control and programmable toys.*
- *Provide opportunities for children to investigate how things work by safely taking apart and reassembling technological items.*
- *Observation of and discussion about ICT in the environment (e.g. bar-code scanners in supermarkets, traffic lights, mobile phones, TV aerials and satellite TV dishes).*
- *Use of computer programs.*

Sense of Time

- *Oral history - discussions about the personal experiences of nursery staff, parents and grandparents when they were children.*
- *Story telling based on family history.*
- *Stories relating to events in the past **including Sedra and Yom Tov history.***
- *Discussion and role play about special events such as weddings, births, bar/bas mitzvah and festivals.*
- ***Discussion regarding the mitzvos, customs and practices of the Yom***
- ***Tovim.***
- ***Observations and discussions regarding the cycle of the Jewish year.***
- *Discussions about daily routines.*
- *Observation of changes over time (e.g. the seasons)*
- *Investigation of items from the past and comparison with present day equivalents e.g. a modern washing machine and Victorian washing equipment.*
- *Long term growing projects (e.g. sunflowers from seeds)*

Sense of place

- *Discussion about different types of homes.*
- *Visits to locations within the local environment - e.g. shops, parks, places of work.*
- *Individual and group discussions following visits.*
- *Provision of play maps and models to enable children to create their own environment.*
- *Recording of visits through drawing, painting and modelling.*

- *Discussions and stories that involve journeys - home to nursery, home to grandparents home, home to a holiday destination.*

Cultures and Beliefs

- *Stories relating to life in other parts of the country and in other parts of the world.*
- *Discussion and role play about special events in children's lives such as weddings, births, bar/bas mitzvah and festivals.*
- *Making and eating food from different cultures.*
- *Listening to music from different cultures.*
- *Looking at books which show different dress, customs and language.*

Curriculum Planning

Topic and objective planning takes place on half-termly basis. Activity planning occurs on a half-termly, fortnightly, weekly or daily basis. The topic/objective planning and activity planning sheets used by the Nursery and Reception are laid out to identify each of the areas of learning in the 'Early Learning Goals' document. This ensures that Knowledge and Understanding of the World is considered whenever a topic or activity is planned.

Pupil recording and assessment

- All staff make on-going daily observations on pupil progress and ***significant achievement***. These observations are recorded on white address label stickers and are transferred into the children's individual Foundation Stage pupil records (green files) on a daily basis. Copies of these stickers are kept in the planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning. Work samples (including photographic evidence where appropriate) are also stored in the green Foundation Stage pupil record files.
- Key workers are responsible for making sure that these records are updated regularly, and that, in conjunction with the class teacher, the information is shared with parents and carers on a regular basis.
- The class teacher in both the Nursery and Reception classes, in liaison with the other Nursery Practitioners, will complete a whole class Foundation Stage profile towards the end of each summer term.
- The results of each individual pupil's Foundation Stage Profile will be transferred to the ***Individual Yearly Pupil Progress Record***.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Resources

A list of resources relating specifically to Knowledge and Understanding of the World will be compiled.

Signed: ***Sara J. Harris*** (Headteacher) ***Eddy Breuer-Weil*** (Chairperson) Date: June 2007