



Walbrook Nursery School

Understanding of the World Long-Term Plan

	Term 1		Term 2		Term 3		Term 4 and 5 Challenge and Extension
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
We are learning to...	<ul style="list-style-type: none"> -say who is in our close family. -talk about home. -talk about what we have done at nursery. -say what we want to do at nursery. -use one or two teachers' names. -name some of our friends. -show interest in a few occupations. -notice differences between myself and others. -understand that people celebrate in different ways. -show an interest in the world around us. -use our senses to explore. -name using simple vocabulary. -observe how things work. -recognise changes in the environment. -look after our nursery. 		<ul style="list-style-type: none"> -talk about family members in more detail. -talk about what we will play with. -talk about events that have happened. -use a range of teachers' names. -use a range of children's names. -use vocabulary for occupations. -identify similarities and differences between ourselves and others. -understand different festivals and celebrations. -ask simple questions and talk about the world around them. -make simple observations. -describe objects based on what we have learned using our senses. -talk about how things work. -understand how we care for plants and animals. -follow the 'choose it, use it, put it away' rule. -say when something has not been cared for. -observe and say what we see happening to ingredients. 		<ul style="list-style-type: none"> -talk about key events. -talk about things that happened in the past. -talk about people within our community. -recognise differences between people. -recognise similarities between people. -respect different cultures and religions. -use all our senses when making observations. -make predictions. -talk about changes we see in the environment. -talk about the changes we see when observing animals. -explain why we tidy up and how. 		<ul style="list-style-type: none"> -talk about their own and lives of people around them. -name and talk about the role of different people within our community. -discuss similarities and differences between ourselves and amongst animals and objects. -articulate our observations with extended sentences. -explain our understanding of changes in the environment. -be tidy up ambassadors!
Suggested Teachable Moments	<ul style="list-style-type: none"> share family photos draw family portraits family invited to nursery family topic stories family story time circle time-what we have done at nursery iPad review (go through photos and children share what they have been doing photos printed and out for mark-making teacher jigsaws teacher names sheet sent home hello song rabbit visit occupation role-play invite a postman in (Christmas letters) photos of children for matching and sorting malleable play e.g., ice play (sensory) Bear Hunt sensory exploration make observations of the tree changing/ forest school Festival objects displayed in curiosity corner Festival days make puddle observations 		<ul style="list-style-type: none"> Siblings' day Family members coming in to cook with the children Share time -children saying what they are going to play with Photos of trips, events and experiences displayed in mark making and art area Occupations role-play Farmer role-play Gardener role-play Grocery shopkeeper role-play Festival objects displayed in curiosity corner Festival days Egg to chick observations Plant seeds Rabbit visit to nursery-making food for the rabbits/ cleaning them out and petting them Baking/ cooking: <ul style="list-style-type: none"> -cakes -stir fry/ noodles/ vegetable rice/ vegetable rolls (Chinese New Year) -pancakes -love heart biscuits (valentine's day) 		<ul style="list-style-type: none"> Photos and memories from key events Trip role-play Visitors from our community (PCSO/ firefighters/ ambulance drivers) Festival objects displayed in curiosity corner Festival days Caterpillar to butterfly observations Hen visit Malleable play e.g., making slime/ large bubble making Flowers growing observation Flower colour change experiment Growing and eating cress Tadpole to frog observation 		<ul style="list-style-type: none"> Photos of different roles in the community. Drawing different people in different roles and label Sorting activities (same/ different) Tidy up monitors Photographers for a day (taking photos of things that have changed) Books about changes Drawing changes that have happened during baking

Objectives

Knows the names of close family.

Beginning to talk about things of interest at home.

Beginning to talk about what they have done at nursery.

Beginning to say what they are going to play with in nursery.

Looks at nursery photos and say what is happening in the photo.

Beginning to use teachers' names but may use one name more than others.

Beginning to learn a small group of children's names.

Shows interest in a few well-known jobs e.g., police officer, fire fighter, bus driver.

Role-plays a simple story line for different job roles.

Recognises a few differences between myself and others.

Beginning to understand that people celebrate in different ways.

Beginning to show an interest in images from around the world.

Uses all my senses to explore natural materials.

Points out what I see using simple vocabulary.

Learning the names of unfamiliar natural objects.

Shows an interest in how things work.

Recognises simple changes in the immediate environment.

Beginning to show respect for our environment by beginning to tidy up.

Beginning to talk about family members e.g., stating whether they are short or tall when drawing my family.

Beginning to talk about what they will play with using longer sentences.

Recalls events from a trip or celebration day using photos as prompts.

Uses a range of teachers' names most of the time.

Knows a range of children's names and will use them when interacting.

Beginning to use some vocabulary that is specific to job roles and occupations.

Becoming increasingly aware of differences and similarities between themselves and others and with support can talk about these in more detail.

Becoming increasingly aware of festivals that are celebrated by different cultures and religions.

Shows an interest and asks simple questions/ make simple comments about images from around the world.

Makes a simple observation by naming the object and stating what they can see.

Beginning to talk about objects based on my senses including the use of adjectives e.g., hard, sticky, spiky, spicy, heavy.

Beginning to speak about observations of how things work.

Beginning to use clear simple sentences about what they have observed regarding changes in the environment.

Beginning to show an understanding of how we care for plants and animals.

Shows understanding of the choose it, use it and put it away rule and follows with adult support.

Beginning to support the adults with ensuring resources are cared for by being 'voices of concern'.

Recognises the changes that are made to ingredients when cooking.

Talks about events of importance e.g., going to the doctors/ birthday.

Beginning to make sense of family history.

Talks about the sequence of past nursery events.

Talks about people within own family and community.

Recognises that people are different and carry out their lives in different ways e.g., beliefs, abilities, family structure.

Talks positively about the differences and similarities between themselves and other people.

Shows respect for different cultures and religions by embracing festival events.

Makes observations using words to describe what they see, hear, smell, touch or taste.

Uses a range of vocabulary to describe observations.

Beginning to make predictions for my investigations and say what happened.

Talks with confidence about changes to the environment and animals.

Explains with support why we tidy up and care for our nursery and our world.

Starting to predict what will happen to ingredients when cooking.

Talk about the lives of people around them.

Knows similarities and differences between people, animals, and objects.

Describes changes using knowledge from observations.

<p>I can...</p>	<p>I can name members of my family.</p> <p>I can talk about home.</p> <p>I can talk about what I have done at nursery.</p> <p>I can say what I am going to do.</p> <p>I know the names of some teachers.</p> <p>I know the names of some children.</p> <p>I can show interest in some occupations.</p> <p>I know the names of some occupations.</p> <p>I can recognise a difference between myself and another.</p> <p>I can start to recognise that people celebrate different events.</p> <p>I can use my senses to explore.</p> <p>I know how to look carefully at something to observe.</p> <p>I can observe how things work.</p> <p>I know the names of basic things.</p> <p>I can notice changes in the environment.</p> <p>I can start to look after nursery by tidying up.</p>	<p>I can talk about some key family members with more detail.</p> <p>I can plan and talk about what I will play with.</p> <p>I can talk about things that have happened.</p> <p>I know many teachers' names.</p> <p>I know a range of children's names.</p> <p>I use a range of vocabulary for different occupations.</p> <p>I can identify some similarities and differences between myself and others.</p> <p>I can celebrate different events.</p> <p>I can ask simple questions.</p> <p>I know how to talk about the world around me.</p> <p>I can describe objects based on my sensory understanding.</p> <p>I know how to care for plants.</p> <p>I know how to care for animals.</p> <p>I know how to follow the 'choose it, use it, put it away' rule.</p> <p>I know what to do when something has not been cared for.</p> <p>I can observe and speak about what I see happen.</p>	<p>I can talk about important events.</p> <p>I can talk about things that have happened.</p> <p>I can talk about people within our community.</p> <p>I can recognise and talk about what makes us different.</p> <p>I can recognise and talk about what makes us the same.</p> <p>I can show respect for different cultures and religions.</p> <p>I know how to use all my senses when making observations.</p> <p>I can talk about changes I see.</p> <p>I can explain our tidy up routine.</p>	<p>I can talk about the lives of people around me.</p> <p>I know some similarities and differences between people.</p> <p>I know some similarities and differences between objects.</p> <p>I know some similarities and differences between animals.</p> <p>I can describe changes using my own observations.</p>
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