

Understanding the World

This is a colourful area of learning that is filled with opportunity. Use your home and available outdoor spaces to help children engage with the world around them. Provide activities that engage them and promote curiosity. They need to investigate objects from the past and present. Talk to children about their families, places they walk to and objects they find.



Technology: *children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (DfE, 2017).*

The World: *children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes (DfE, 2017).*

People and Communities: *children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (DfE, 2017)*

Understanding the Word Aspect: People and Communities

Activity	Top Tips	Learning (DfE, 2013)
<p>Using Pictures And Artefacts (objects of cultural or historical interest)</p>	<p>Go through a photograph album or look at pictures online – sequence those pictures in age order to begin an understanding of the sequence of time</p> <p>Make a picture narrative of the day to understand sequencing and to develop words relating to the passing of time. As you proceed through a day take some pictures, and then by downloading a simple animation app, you can make a film of your day</p> <p>When outside look at the different types of houses and see if you can spot houses that are older, look at different characteristics of houses and think about how they compare to a modern house</p>	<p>Children talk about past and present events in their own lives and in the lives of family members</p> <p>Spotting similarity and differences and change over time</p>
<p>Story</p>	<p>Use story time to develop sequencing ...many books aimed at young children have plenty of references to time passing</p> <p>Read stories that challenge stereotypes, for example where all family types are discussed as opposed to a traditional nuclear family</p> <p>Make picture cards of your favourite stories and then try and place them in the correct order, or after reading a story, try and recount all the important events</p> <p>Go out on a walk with a digital camera and take pictures of curious or old objects that are encountered on the walk. Use these as a basis for a simple story</p>	<p>To develop chronology and sequencing</p> <p>now about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>To develop chronology and sequencing</p> <p>To spot objects from the past and develop historical imaginations</p>



Understanding the Word Aspect: The World

Activity	Top Tips	Learning (DfE, 2013)
<p>Home activities</p>	<p>Do a daily weather check and log the weather</p> <p>Travel with Barnaby Bear to different geographical locations using BBC Bitesize clips</p>	<p>Children observe changes in their environment</p> <p>To understand how different environments are similar or different</p>
<p>Garden or exercise activities</p>	<p>Make a log of change over time by noting changes in the garden – spring flowers. Log and name different plants</p> <p>Go on a minibeast hunt in the garden</p> <p>Make a very simple picture map of a favourite play park</p> <p>Make a plan of your house</p> <p>Using a digital camera take pictures of different street furniture that you pass</p>	<p>Children make observations of plants and animals</p> <p>To know about features of your own environment</p>

Understanding the Word Aspect: Technology

Activity	Top Tips	Learning (DfE, 2013)
<p>Story</p>	<p>Look at a range of interactive storybooks, those that have lift the flaps or moving parts</p>	<p>To recognise how technology is used for particular purposes</p>
<p>Technology and Play</p>	<p>Challenge children to manoeuvre a toy in a more precise manner. A remote-control car can be a good way to do this – construct a pretend car park out of toy bricks and ask children to park in different spaces. This can be accompanied by the use of directional language</p> <p>Encourage children in their play to switch and click play materials so they can understand that they can make things happen. E.g. use play phones, play walky-talkies, play supermarket cashiers.</p>	<p>To understand how to control technology for a purpose</p>

References

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<https://www.skipforeyeducators.co.uk>

