

UNDERSTANDING THE WORLD: People and communities		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<i>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</i>	Photo books of familiar people Story boards Showing different emotions, mirrors and pictures of children showing different emotions.
16-26 months	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. 	Photo books of familiar people Story boards Showing different emotions, mirrors and pictures of children showing different emotions.
22-36 months	<ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	Making individual story books about things that the children like to do. Looking at diversity, Handa's surprise. Celebrating festivals, children bringing in pictures from celebrations, Diwali/Christmas. Role play traditional tales, stories from celebrations and events from home and celebrations.
30 – 50 months	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family 	As above. Trips to different parts of the community, shops to buy ingredients for cooking for celebrations/gingerbread men, bakery, fireworks shop, fire station-fire safety, visit from fire men. Look at different occupations-firemen, bakers, post people, gardeners, farmers harvesting food.
40 – 60 months	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Early Learning Goal 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.</p>	At group times children to share their experiences from home, ask parents to share photos on Tapestry to share at group times. Celebrate diversity using puppets, books showing different cultures, SEND. Illustrate other people doing different roles female post women etc.

UNDERSTANDING THE WORLD: The world		
	What a child is learning	
Birth – 11 months	<ul style="list-style-type: none"> • Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <p><i>See also</i> Characteristics of Effective Learning – Playing and Exploring and Physical Development</p>	Themed treasure baskets for different books, Gingerbread man ingredients touch and smell. Harvest different food, natural objects pine cones, conkers. Handa’s surprise different fruit. Bear hunt textures, sounds twigs snapping. Christmas, tinsel, bells, spies to smell.
8 – 20 months	<ul style="list-style-type: none"> • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing. 	As above. Make mobiles, from different stories Gruffalo-different chracters etc using real objects or pictures, Autumnal objects. Talk about different objects, names, textures, sounds. Make your own lift the flap books.
16 – 26 months	<ul style="list-style-type: none"> • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot 	Link songs to books and use instruments in different ways. Use Gruffalo, going on a bear hunt to go outside to explore area. Do role play outside, billy goats gruff, 3 little pigs. Celebrating diversity making food from different cultures with sand and water.
22 – 36 months	<ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. 	Story themes tuff trays, role play with adults modelling. Using small world. Put factual books alongside construction for building houses 3 little pigs etc. Outdoor play giving opportunity to explore local area and collect natural objects, look at weather changes (kites for windy days, bubbles). How objects change-cooking process. Marshmallows bonfire, gingerbread men, harvest soup.
30 – 50 months	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment 	As above, trips to local area, woods building a den-stick house, hay, bricks. Harvest, growing/planting, cooking leeks and potatoes and making soup. Looking at recipe books. Story maps for children to create stories or elaborate on stories that they have been learning.
40 – 60 months	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things.</p>	As above. Make fireworks models, model houses of pigs. Problem solving making bridge to get to the other side.

	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	Make maps and plans, story map, map of where we're going a bear hunt, where Gruffalo goes.
UNDERSTANDING THE WORLD: Technology		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i> <i>See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i>	Christmas lights, pushing button so character sings, musical instruments-pressing keys of piano, mobiles that move and make noises.
8 – 20 months		
16 – 26 months	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 	Role model use of toys with buttons, knobs, interaction puzzle boards.
22 – 36 months	<ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	Use of cameras/tablets to take pictures of friends role playing. Using remote cars, torches to see in the dark-owl who was afraid.
30 – 50 months	<ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers 	Talking clipboards for children to record stories and write down. Talking magnifying glasses looking at harvest and autumn. Operating CD player to listen to stories. Turn on tablets/tv to watch stories on Youtube etc. Uses laptops to find out information.
40 – 60 months	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	As above. Use photocopier to copy stories written/drawn. Using cooking equipment (electric potato peeler/electric whisk)to prepare harvest cooking, Christmas/Diwali food.