

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>	<ul style="list-style-type: none"> • Pictures on Tapestry of friends and family shared by parents. • Family picture books • Sharing songs and music with familiar adults. • Using mirrors to share facial expressions.
8 – 20 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. 	<ul style="list-style-type: none"> • As above • Look at books from cultures around the world. • Listen to music from different cultures and countries • Exploring different costumes from around the world
16 – 26 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. 	<ul style="list-style-type: none"> • Chinese food tasting • Role play Chinese restaurant e.g. cooking noodles and rice • Australian food tasting (billy tea) • Dressing in costumes from other cultures. • Role play cooking from other cultures such as Ireland, Scotland China Australia. • Opportunities for real cooking to back up role play. • Recognises themselves as part of a group by sharing at group time.
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. 	
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 	<ul style="list-style-type: none"> • Encourage parents to share festival celebrations on Tapestry • Invite parents to come and cook with them or share aspects of their culture. • Role play occupations • Creating family tree display • Inviting some parents in to read stories for world book day
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>	<ul style="list-style-type: none"> • As above • Self-selection of various learning opportunities • Group times in regards to communities and traditions

	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>	<ul style="list-style-type: none"> • Colourful mobiles themed e.g. Easter, Australian animals, valentine’s day • Play peek-a-boo • Dancing along to Australian music • Sensory boxes, treasure baskets. • Tactile boxes e.g. Easter could have feathers
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. 	<ul style="list-style-type: none"> • Play ‘what’s in the box?’ game (hiding an object) • Filling bottles/boxes with different tactile materials e.g. rice, noodles • Noodles and chopsticks for tactile play. • Movement breaks large movements. • Themed garden hunts. I.e mother pictures in the garden • Using instruments from various cultures. • Using cultural objects such as chopsticks, scarves, ribbon dancing, Maypole dancing.
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 	<ul style="list-style-type: none"> • Encouraging children to help to tidy up • Green slime for St. Patrick’s day (with glitter) • St. Patrick’s day shaving foam • Make vegemite scrolls, lemingtons, love heart pancakes, stir fry, shamrock cakes. • Making cards for festivals.
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. 	<ul style="list-style-type: none"> • Life cycle of caterpillars and frogs • Small world play with Australian animals • Beach in the tactile tray e.g. sand and water • Red glittery jelly
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 	<ul style="list-style-type: none"> • Discussions about frogs, plants, growing, lambs • Height chart • Looking for natural materials in Woodside and LTN • Look after the tadpoles • Growing veg and flowers and herbs.
40 – 60	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Make various potions, smells, colours (George’s marvellous

months	<p>Early Learning Goal 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</p>	<p>medicine) • As above</p>
UNDERSTANDING THE WORLD: Technology		
	What a child is learning	What adults could do and/or provide
Birth – 11 months	<p><i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.</i> See <i>Characteristics of Effective Learning</i> – Playing and Exploring and Creating and Thinking Critically</p>	<ul style="list-style-type: none"> • Bubble machines • Sensory areas • Listening to music e.g. Farmers in his Den, love songs for valentine’s day • Sharing Tapestry from home and here.
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. 	<ul style="list-style-type: none"> • Action songs • Pop up toys for the children to explore and experiment • V tech toys • Books with flaps making our own linked to family or familiar friends and adults.
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. 	<ul style="list-style-type: none"> • Talking turtles • Remote controlled cars and b bots • Metal detectors • Cameras and tablets
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 	<ul style="list-style-type: none"> • Use v-tech cameras to take photos of surroundings and each other. • Use camera to take pictures of the tadpoles • Children to take pictures while outside on walks of wild creatures or bugs they may find • Use smart screen and mini tablets
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>	<ul style="list-style-type: none"> • Use bee-bots, children can put instructions for them to travel to different places • Explore different themes on cbeebies iPlayer

