

## Human and Physical

Children share pictures and stories about themselves, their families and other people. Children celebrate and share their own families' traditions.

Through play, children use everyday actions and events from their own family and cultural background. (Dolls, small world dolls house, role-play house etc.)

Children describe detailed features of objects, materials and living things through role play, outdoor play and small world. (Farmyard, jungle animals, castle, polar world etc.)

Children observe changes in their outside area whilst observing frogspawn, caterpillars and the bird feeding station

## Place

Children develop a respect and love of the natural surrounding from visits to the heath and immediate environment. They recognise their role in looking after and protecting wildlife and their habitats.

Children learn about seasonal changes to the world around them e.g. deciduous trees and what happens to their leaves. Children are introduced to the lifecycle of plants and animals and begin to understand hibernation.

## Educational Programme for UTW

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums.

Children learn about our culturally, socially, technologically and ecologically diverse world.

## Fieldwork

Children understand simple instructional language such as : forwards, backwards, sideways, turn round. Children observe changes in their immediate environment and surrounding areas (discussing outdoor area natural changes and changes on the heath).

## Locational

Children to be able to recognise a map and a globe and to know that land is represented as green and water as blue. Children to understand where they live and recognise key local locations of importance to them. Children learn to talk about local landmarks (discuss where we live—Bournemouth/Poole, near the beach, in a town, near supermarket). Children are able to recognise and name features within the school environment particularly within the Foundation building and outdoor area. Children can describe an area.