

Kesh Community Nursery



Pre-School World Around Us Policy

Reviewed in:

Ratified by the Board of Governors on:

Next Review in:

‘There are no seven wonders of the world in the eyes of a child. There are seven million’
Walt Streighttiff

‘Never help a child with a task at which he feels he can succeed.’
Maria Montessori

‘Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears the resources of forms, materials and colours.’
Louis Malaguzzi

‘Play gives children a chance to practise what they are learning.’
Mr Rogers

Aim:

To enable the children to make sense of their world by harnessing their natural curiosity through observations, comparisons, predictions and representations concerning their environment and those beyond their experience. They are to be encouraged to use their five senses to explore their immediate indoor and outdoor environments.

Objectives:

Kesh Community Nursery will provide children with a range of opportunities and activities which will embrace the natural and man-made world developing a range of skills and concepts to include observation, experimentation and free exploration of their surroundings. In this way we hope to develop the children’s thinking and problem-solving skills as well as their ability to work together to solve a problem or find an answer they have posed for themselves.

Operating Policy:

Curricular Guidance for Re-School Education (2018) pg 33 states:

Adults promote learning by:

- planning a wide variety of learning experiences that help to develop a range of skills and concepts, including observation, experimentation and free exploration of the children’s surroundings;*
- extending children’s understanding of themselves and their families, their pre-school setting (both indoors and outdoors) and the wider environment;*
- commenting, asking open-ended questions, and encouraging children to experiment and evaluate; and*
- providing children with opportunities to learn about the world around them through books, pictures, posters and photographs, and by using appropriate ICT.*

This area of the curriculum will be implemented in such a way that the children have opportunities for practical investigation with a wide variety of equipment and tools in structured free play, individual, group and adult directed situations.

The Provision of an Enabling Environment

At Kesh Community Nursery we aim to:

- provide challenging, flexible, motivating resources and opportunities which support and develop the skills, independence, creativity and imagination of each child.
- provide an environment where children can communicate their ideas and work collaboratively and are able to persevere, concentrate and pursue their own interests.
- create an environment where it is “safe” to make mistakes, to share thoughts and ideas and explore different options.
- provide resources which are accessible and organised in ways which encourage independence and responsibility and which challenge gender stereotypes and create a stimulating environment which offers a range of activities to develop interest and curiosity both indoors and outdoors.
- make effective use of our outdoor space, school grounds and the local neighbourhood e.g. on our village walks to the park, the local shops, the village jetty

Programme of work:

This will take the form of a mixture of topic based and general activities. The children will be able to explore properties of materials and tools in an open-ended manner. Parental and community links will be developed to further support learning e.g. parent who have skill come and share some of their knowledge e.g.: nurse, hairdresser, police officer, the local bakery, parents helping in nursery setting e.g. in garden etc.

Staff, in collaboration with children, will create stimulating areas of interest, which may include photographs, magnets, magnifiers, mirrors, the insides of clocks, plants at different stages of development, shells, and representations of seashore, jungle or ice landscapes;

The programme of work will include some, or all, of the following types of activity:

Children will:

- be encouraged to question, hypothesise, predict, observe and form opinions based upon their experiences – sharing their findings with adults and peers.

Based upon Pre-school curriculum document pg 33:

- **Experiment with water** to include: Water play providing the children with opportunities to experiment, observe and predict outcomes. Discuss how different materials behave in water, its uses, the importance of conservation of water (e.g. through use of water butt), observing the varying states of water e.g. puddles evaporating giving the children opportunities to observe and predict outcomes

- Observe what happens to ice when it is warmed i.e. changing states of water, permanent and temporary changes of state e.g. bread to toast, chocolate melted will harden again
- Freely explore materials in creative play, manipulating malleable materials such as dough and clay, becoming aware of how these materials behave when poked, rolled, squashed and pulled, and observing what happens when colours are mixed
- **explore the properties of wet, damp and dry sand**, using sand to build and make models, use to make patterns and marks and add to enhance small world play to recreate habitats and environments
- **discuss changes in materials** in real contexts such as cooking, freezing and making dough;
- Observe changes in materials and living things e.g. when making dough/melting chocolate/ growing plants etc.
- **show respect for living things** and discuss the importance of handling them with care and sensitivity, for example by helping to attend to indoor and outdoor plants and seedlings, look after caterpillars in our Butterfly garden and handle small creatures we find outdoors appropriately, handle visiting animals safely and gently
- Take some responsibility for our own environment e.g. tending the garden, planting seeds, feeding the birds and, through this, learning to respect all living things

The environment:

- Visit locations within the local environment e.g. local bakery, garden centre, walk around village, park, shops, Kesh Jetty, school grounds
- Discuss visits in small and whole class groups to include recording visits through drawings, paintings, modelling and photographs – some of these by children themselves on digital camera/ipad – as many of the above annotated.
- Learn about the roles of some people in school, local environment and wider world through role play/making visits/having visitors to nursery
- Develop an awareness of distance – discussions and stories that involve journeys, eg home to nursery, home to grandparents' house, home to holiday destination to include means of transport and reasons why we travel in this way
- Develop sense of personal safety e.g. through: Sun Safety, Farm Safety, Home safety, Road Safety awareness topics
- take some responsibility for caring for their own environment, becoming aware of environmental issues like litter and the use of paper and bottle banks as well as use our bins in the classroom appropriately e.g. compost, recycling and rubbish. Participate in the spring litter hunt

Past and present - i.e. passing of time:

- express their own oral history – discussions about the personal experiences of nursery staff, parents and grandparents when they were children
- share stories based on family history and stories relating to events in the past

- Discuss and reinact special events such as weddings, births, festivals
- discuss and follow daily routines in nursery and at home
- Investigate items from the past and comparison with present day equivalents /guess what they were used for e.g. dial telephone versus push button/smart phone, irons. Wash board etc
- 'Guess who is who' game based on pictures of the children (and staff) as babies
- Explore the passing of time in relation to the seasons and be able to identify some key features of each season

The natural and man-made world:

- Use their senses to explore a wide range of materials. range of natural and man-made materials and sounds exploring foliage, fruit and vegetables, foods made in the setting, metal objects, magnets, and environmental sounds such as birds singing or traffic, tap running etc
- Investigate the weather and changing seasons record pictorially/photographs (annotated)
- Become aware of some of the wild animals that live in our environment e.g. minibeast hunts and identification to include habituates – enhanced by visits from Debbie Doolittle's animal sanctuary and perhaps farm animal visits
- Create pictures and collages of natural scenes including animals, plants and trees; man-made to include buildings, vehicles and other mad made objects
- Take care of the environment making use of compost bins for snack peelings etc and observe what happens to them over time
- Develop an awareness if how bodies change over time: babies-adults e.g. humans, frog, butterflies (use of Insect Lore caterpillars to observe growth for themselves)
- Enhance their knowledge of their body parts through roleplay, listening to stories, songs and rhymes to include action rhymes and songs.
- Be made aware of stories relating to life in other parts of the world
- Discuss and investigate different types of homes and transport collate information in various forms e.g. pictures pictographs etc
- Look at materials needed to build houses to include suitability e.g. for windows etc – look out for patterns in their environment e.g. bricks, paving stones, slates etc

Investigations:

- observe items with and without aids such as magnifying glasses, binoculars and bug pots
- Explore malleable materials e.g. dough and clay – becoming aware of how they behave when poked, rolled, squashed etc
- create models,
- examine the properties of different materials and their appropriate uses, putting things together in a variety of ways, for example making models with natural and man-made materials, sticking, cutting, folding and, on occasion, taking things apart.

Technology:

- Use construction materials to create models and vehicles
- Use a wide variety of cutting and sticking materials and tools to help construct models from a wide variety of junk and art/craft materials for example when they assemble, rearrange and build with a variety of sizes and shapes of blocks and other materials or talk about why some models stand and others collapse
- Discuss the areas of strength or weakness in their models and see if can adapt appropriately using more suitable materials e.g. larger tube/stronger box needed for legs of robot/body of a car etc.
- Under staff supervision check internet for more information about topic or to answer posed question to enhance learning in wide variety of areas
- Use of nursery camera and ipad to take photos/videos

Role of adults:

- All staff will be trained on supporting/encouraging/facilitating children's creative work to ensure they provide positive, constructive feedback and ask open-ended questions rather than a closed statement.
- All staff aim to use the correct terminology and names to support development of the children's understanding and vocabulary in our topic work or in our general conversations with the children e.g. satellite, fungi, meteorite etc.
- We aim to question children in a way which develops their thinking, extends their problem-solving
- opportunities and enhances their learning

Planning, recording and assessment:

Topic planning takes place on a monthly basis. Activity planning occurs on a weekly or daily basis depending on where our child-led/child-centred approach leads us. It is ensured that The World Around Us is considered throughout our planning and not just standing in isolation.

Staff observe the children informally and records of such observations are made directly onto the Seesaw Learning Journal observation app or 'post-its'/photographs are uploaded onto it and shared in the daily evaluation meetings. Any issues/concerns are added to our fortnightly 'Actions for Specific Children' sheet for our daily attention.

This means that assessment of each child is ongoing through mixture of informal observation, interactions with the child, the use of our information sheets and discussion during regular staff meetings. The information gathered is then used for our future planning of activities for each child.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate.

Working with Parents and Families

- Parent teacher meeting in Term 1 with follow up as requested by either parent/teacher to include World Around Us
- Parent Consultations on informal basis or by telephone call or arranged appointment in the case of SEN reviews
- Parent Information Boards
- Parents encouraged to share their skills, come into nursery to share their stories/job role e.g. police officer, hairdresser, vet, nurse etc
- Newsletters and General Information emails

Signed _____ Chairman of Board of Governors

_____ Principal

Date: 5th April 2022

Involved in the consultation of the policy - All members of the teaching staff

Shared with staff – April 2022

Review Date – April 2025