

KNOWLEDGE AND UNDERSTANDING OF THE WORLD POLICY

RATIONALE

Fostering children's natural curiosity actively encourages them to make sense of their environment, developing a range of skills and knowledge and promoting scientific and mathematical concepts.

AIM

The aim of Killermont Primary Nursery Class is to promote the development of children's knowledge and understanding of the world in relation to their previous experiences, competences and levels of development.

OUTCOMES

- Children are familiar with the early years setting and places in the community
- Children use their senses to observe and investigate developing curiosity in the world around them
- Children care for living things and the environment
- Children identify growth and change in self and things over time
- Children are aware of feeling good and the importance of hygiene, diet, exercise and personal safety
- Children ask questions, experiment, design and make and solve problems scientific and mathematical
- Children develop mathematical concepts and use mathematical language appropriate to the learning situations
- Children are aware of their own and other cultures experiencing a variety feast, festivals and celebrations

PROCEDURES

Within Killermont Primary nursery class the curriculum is based on *A Curriculum Framework for Children 3 – 5* to ensure balance and relevant learning opportunities for all pupils. Active learning leads to a growing range of skills and knowledge about people and places in the community, living things, technology, health safety and hygiene, as well as developing mathematical awareness. We believe that children's knowledge and understanding about the world is linked closely with all other aspects of their learning.

A wide range of activities are planned for the children to investigate the world around them, primarily through the context of the current topic. Opportunities exist such as:

- Observing shapes, colours, patterns and sequences of events, using mathematical language
- Asking questions, experimenting, designing, making and investigating and solving problems eg using construction materials to make models, junk modelling
- Matching, sorting, counting, comparing, measuring, naming and categorising
- Identifying and using numbers to ten
- Becoming aware of daily time sequences eg snack time, group time
- Developing powers of observance by using their senses
- Recording ideas in pictures and models
- Understanding the routines and jobs of familiar people eg the dentist, the lollypop person, the doctor
- Being aware of change and its effects eg on their own growth, changes in weather, trees, flowers
- Understanding the properties of material eg rough/smooth, waterproof
- Becoming familiar with the early years setting and places in the local area eg using the toilets, activities in the gym hall, visiting the local woods
- Becoming aware of everyday uses of technology, using this appropriately eg computers, tape recorder, *Roamer*
- Developing an appreciation of natural beauty, a sense of wonder about the world and caring for living things eg planting, feeding the birds, visits to parks
- Being aware of feeling good and the importance of hygiene, diet, exercise and personal safety eg participating in healthy snack, washing hands before snack, outside play
- Discuss and find out about festivals and different cultures eg visitors to nursery, assemblies, Christmas nativity

Children have the opportunity to experience such activities during free play sessions as well as during more formal group teaching sessions. A range of resources are purchased and rotated to enhance these learning opportunities and take account of the children's interests..

- *Please refer to Planning Policy*

Staff are responsive to each child's needs and interests and involve the children in planning by observing their play and seeking their opinions. Staff members carefully consider the children's previous learning experiences to ensure activities are relevant to the children's developmental needs and interests.

Assessment notes are updated regularly to record significant aspects of the child's learning. Information about the child's learning is passed on to the child, parent/carer and other relevant professional.

- Please refer to Assessment/Reporting Policy

ROLES AND RESPONSIBILITIES:

Senior Staff

- Ensure national and local guidelines are followed
- Monitor and evaluate the quality of the programmes for Knowledge & Understanding of the World

Staff

- Be fully aware of the guidance for the implementation of Knowledge & Understanding of the World from *A Curriculum Framework for Children 3-5*
- Must take account of the individual needs of the children including those with additional support needs

RESOURCES

A Curriculum Framework for Children 3-5
LT Scotland (SCCC) Support Books

CROSS-REFERENCES:

The Child at the Centre	1.1, 1.2
National Care Standards	4.4

In our centre responsibility for implementing this policy is:	
First Draft	Date: November 2001
Consultation with Early Years Community	Date: 2001/02
The policy was created on:	Date: 6 November 2003
The policy was reviewed on:	Date: 15 January 2009
Due for review on (not more than 3 years):	Date: 2011/12