St Francis’ Nursery Unit
The World Around Us Policy

The Nursery classroom with its emphasis on first-hand experience offers a wealth of scientific, technological, geographical and historical potential, coming under the learning area, namely “The World Around Us”.

During their year in Nursery, children should have opportunities to make sense of their world, the people and environment around them. Using a topic based approach we the staff of St Francis’ Nursery Unit, seek to:

- Broaden the children’s horizons and so develop an understanding of the world we live in.
- Provide them with opportunities to explore both the indoor and outdoor environments.
- Provide plenty of interesting activities and experiences which will arouse the children’s curiosity and help to develop a range of skills and concepts including observation, experimentation and free exploration.
- Interact with the children, asking open-ended questions encouraging them to experiment and evaluate, extending their understanding of themselves, their families, their Nursery setting and the wider environment.
- Provide a wide range of books, pictures, posters, photographs and appropriate ICT to help the children to learn about the world around them.

In our setting we provide a wide range of interesting activities and experiences to develop skills and concepts related to the World Around Us.

These activities and experiences include opportunities to:

- Observe and play in water and sand.
- Observe and make predictions.
- Observe and experiment with colours.
- Work with solids and liquids. Look for change of state, such as freezing water and melting ice.
- Use all their senses to explore a range of natural and man-made materials, such as Autumn materials.
- Use their senses to explore sound, such as birds singing and traffic.
- Explore malleable materials, such as dough and clay.
- Observe changes in materials and living things, for example when making buns or growing plants.
- Cook and bake seasonal and multi cultural recipes in the setting.
- Observe and respect living things, knowing the importance of handling them with care and sensitivity, e.g. Mini Beasts.
• Create/explore stimulating areas of interest including photographs, magnets, magnifiers, mirrors, clocks, plants etc.
• Investigate how things work, for example clocks and torches.
• Use special equipment, such as scales, magnifying glasses, microscopes and mirrors.
• Create models with a variety of materials, talking about why some models stand and other will not.
• Work with a variety of materials, using skills such as cutting, sticking, folding, pouring and building.
• Learn about the properties of different materials, their uses and ways to put them together.
• Learn about themselves and their body parts.
• Learn about wild and farm animals and pets.
• Learn about mini beasts, birds and sea creatures.
• Learn about plants.
• Engage in role-play.
• Play with topic based small world resources.
• Listen to appropriate stories, rhymes and songs.
• Talk about topics which arise from the children’s own experiences, for example holidays and the birth of a new sibling.
• Observe, talk about and record the weather.
• Observe and talk about the seasons.
• Take care of the pre-school environment both indoors and out.
• Become aware of environmental issues such as litter and recycling.
• Recycle in the setting.
• Talk about themselves, their family and home.
• Talk about safety issues at home, in the setting, on the road and “Stranger Danger”.
• Talk about how to keep safe in all types of weather.
• Meet the people who work in the setting and main school.
• Access materials and use resources appropriately and independently in the setting.
• Learn about the work of some people in the local community through role play and making visits.
• Have visitors come into the setting to talk about their jobs, for example, the Fire Service.
• Develop a concept of time by using sand timers and countdown clocks and to talk about special events and occasions in the past and the future.

See Links with the Community Policy
See Links with the Primary Policy
See Links with Parental Partnership Policy

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