

Understanding The World

People and Communities

The World

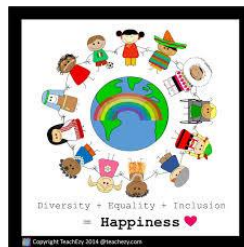
Technology



People and Communities

People and Communities encourages children to talk about past and present events in their own lives and the lives of family members. They learn about similarities and differences between themselves and others, and between families, communities and traditions.




Nursery, kindergarten and pre-school practitioners organise the routines and practices to emphasise that the nursery or pre-school is, in itself, a community for the children and their families, maintaining a family atmosphere where individuals – their likes, needs and differences – are respected. In addition to paying attention to the cultural and ethnic diversity of the children, they provide open-ended resources for the children to use.








At school when children are very familiar with everyone and everything which makes up the school community they acquire a developing understanding of the lives and traditions of the families of their friends in school. We aim to extend their understanding of the people and places in their local community and beyond both by taking the children on visits and by inviting visitors into school to talk to the children about their occupations and their ways of life. Staff are able to build on the children's interests by the visits they arrange, as well as helping them to learn more about people and places. Visits to the local church for example, have provided a wealth of stimulation for the children's curiosity. Alongside the visits made by the children, we invite a range of people into school to talk about their jobs, their hobbies, or special events. Sometimes the visitors are family members, but very often they are not. Receiving visitors helps children to learn to listen, to treat the visitors with respect, and to gain knowledge about other people and how they live – essential for young citizens.

Areas that Facilitate 'The World' Learning

| | | | |
|---|---|--|---|
|  |  |  |  |
| discovery area in the Octagon | People and Communities | home Corner | small world |

| | | |
|---|---|---|
|  |  |  |
| outside café | lookout hut | bug hotel |

| | | | |
|---|---|--|---|
|  |  |  |  |
| natural outside area | growing area tuff spot | flower beds | herb garden |










| | |
|---|--|
|  | <p style="text-align: center;">STEM Shed</p> <p>STEM educations stands for Science, Technology, Engineering and Mathematics. The world depends on these areas of learning: our general well-being, the economy are both linked to developments in science, technology, engineering and maths. These subjects are vital to manufacturing, food production, healthcare and so much more. Teaching STEM in the early years enables children to make those vital connections between everyday life and the STEM disciplines. It also lays down the foundations for future academic success because the skills learned are transferable to other subjects.</p> |
|---|--|

Technology

'Technology' helps children recognise that a range of technology is used in places such as homes and schools. At nursery, kindergarten and preschool this involves discussions with the children's family members and from their own experiences as staff are aware of how competent the two- and three-year-old children are when using technology, never underestimating many children's capabilities in using technology equipment at home – many can scroll through images on an iPhone, play games on an I-pad or computer, operate the CD or DVD player independently, or change channels on the television without help. The resources provided in the role play area for the children to use reflect their home interests and capabilities. However, the practitioners are aware that many children will not have access to the same technological opportunities at home so, they introduce resources and equipment which will work for children with wide-ranging experiences and capabilities in their technological learning and development. The children may have independent access to CD players, a small range of electronic toys and light boxes – all of which foster their interests in how things work and what they do as well as supporting the other areas of learning and development in the EYFS.

By the time children come to school, staff are very conscious that they will have technological 'experts' in their care; experts who know how to use a washing machine or how to retrieve information from a computer, who speak to their grandparents or relatives using Skype, or are very familiar with how bar code scanning operates in the supermarket. These are children who are already competent in ICT and design technology – knowing how science is applied to make things work, to design, build and control equipment used in daily life. In addition to having independent access to the resources, the children use programmable toys to support the other areas of learning, developing their technological skills in contexts which encourage their mathematical, communication, and literacy skills development. The staff use laptops and Learn Pads with the children to support their learning and development.

Technology Within The Environment

| | | |
|---|---|---|
|  |  |  |
| homecorner | cafe | learn pads |
|  |  |  |
| remote control cars | torches | metal detectors |
|  |  |  |
| light panel | bee-bots | microphones |