



Understanding the World in Nursery

	Autumn	Spring	Summer
Past and Present	<ul style="list-style-type: none"> • Begin to talk about things that have happened earlier in the day (e.g., “We had snack”, “We played outside”). • Notice simple changes over short periods of time (e.g., “It’s darker now”, “The leaves have fallen”). • Join adults in looking closely at photos or objects from earlier in the day or week, showing interest in what we did before. • Notice changes in our <i>local area</i> on short walks around school (e.g., leaves falling in the school grounds, puddles forming on the yard). 	<ul style="list-style-type: none"> • Begin to talk about things that happened earlier in the day or week (e.g., “We planted seeds yesterday”). • Notice simple changes over time in our environment or routines (e.g., “The ice has melted”, “Our plants have grown”). • Join adults in looking at photos or objects from earlier events and show interest in what happened before. • Talk about changes we notice on our walks around the school grounds or local green spaces (buds, frost melting). 	<ul style="list-style-type: none"> • Narrate, step-by-step, how a plant or animal is changing as it grows (e.g., “First it was a seed... now it has leaves”). • Talk about things that happened earlier in the week or term, using simple time language such as <i>yesterday, last time, before, after</i>. • Begin to notice and talk about changes over longer periods (e.g., “Our caterpillars are bigger now”, “The weather is warmer than before”). • Look at photographs of family members or past events and name familiar people, showing interest in their own personal history. • Begin to compare “then” and “now” in simple ways (e.g., “I was smaller when I started nursery”). • Talk about familiar routines that happen every year (e.g., birthdays, summer weather, growing plants). • Talk about how our local environment changes in summer (flowers growing, insects appearing, warmer weather).
People, Culture & Communities	<ul style="list-style-type: none"> • Engage in short moments of joint attention with adults when looking at books, photos or objects together. 	<ul style="list-style-type: none"> • Respond appropriately to adult guidance about treating living things with care, such as plants, minibeasts or class pets. 	<ul style="list-style-type: none"> • Name family members in photographs and talk about who is important to us. • Enact or describe aspects of cultural celebrations in simple terms, using new

	<ul style="list-style-type: none"> • Respond to adult guidance about treating living things with care, such as being gentle with class pets, plants or minibeasts. • Begin to show interest in the people around us and what they are doing (e.g., watching adults model play, noticing peers' actions). • Join in simple shared routines that help us feel part of our nursery community (e.g., tidy-up time, snack time). • Recognise familiar places in our local area such as our school entrance, the yard, the hall and the nursery garden. 	<ul style="list-style-type: none"> • Work alongside adults, imitating their actions as they care for living things (watering plants, feeding animals, gentle handling). • Learn about people who help us in our <i>local community</i> (e.g., the lollipop person outside school, shop workers, postal workers). • Begin to describe and enact simple rules of familiar community figures (e.g., "The lollipop person helps us cross safely", "Firefighters wear helmets"). • Join in shared routines that help us feel part of our nursery community (e.g., caring for plants, tidying shared spaces). 	<p>vocabulary accurately (e.g., "We danced with ribbons", "We lit a candle").</p> <ul style="list-style-type: none"> • Work alongside adults, imitating their actions as they care for living things (watering plants, feeding animals, gentle handling). • Talk about places we visit in our <i>local area</i> (parks, shops, gardens) and recognise them in photos. • Begin to talk about simple community roles (e.g., "The gardener helps plants grow", "The cleaner keeps our classroom tidy").
<p>The Natural World</p>	<ul style="list-style-type: none"> • Actively collect and transport natural and everyday materials (e.g., leaves, stones, blocks, cups), showing curiosity about how things move and feel. • Explore simple sensory properties of materials with adult support (e.g., wet/dry, rough/smooth, soft/hard), showing engagement through facial expressions or body language. • Use very simple adjectives to describe materials (e.g., <i>cold, soft, wet, hard</i>). • Sustain interest in action-and-reaction toys, exploring how pressing, pushing, turning or shaking creates an effect. • Improve techniques with action-and-reaction toys over time (e.g., knowing which button makes the sound, which lever makes something pop up). • Join adults in respectful observations of living things, such as plants, minibeasts or animals, showing curiosity and care. 	<ul style="list-style-type: none"> • Collect materials for a specific purpose (e.g., "I need sticks to build a bridge") and begin to explain why we chose them. • Explore and select materials based on their properties (e.g., "This one is strong", "This one bends"). • Make simple mechanisms work, such as pegboard cogs, wheels, axles and construction kit parts, to achieve a particular goal. • Create our own action-and-reaction games, such as water-flow structures or simple wheeled vehicles, and give very simple explanations of how they work. • Observe living things closely and respond with care, curiosity and gentle behaviour. • Notice simple changes in the natural world (e.g., buds appearing, frost melting, worms coming out after rain). • Explore natural materials found in our <i>school grounds</i> and local green spaces such as Wallsend Dene (sticks, mud, leaves, stones). 	<ul style="list-style-type: none"> • Actively explore the properties of everyday materials through spontaneous experimentation (e.g., "This one bends", "This one floats"). • Collect materials for a purpose and explain why we chose them (e.g., "I need strong sticks for my bridge"). • Demonstrate a range of actions with remote-control toys, exploring how movement changes when we press different buttons. • Create simple action-and-reaction structures such as water channels, ramps or wheeled vehicles, giving very simple explanations of how they work. • Narrate how a growing plant or animal is changing over time, noticing new features and stages. • Observe living things closely and respond with care, curiosity and gentle behaviour.

	<ul style="list-style-type: none"> • Begin to notice simple changes in the natural world (e.g., leaves falling, rain making puddles, frost on the grass). • Explore seasonal changes in our <i>school grounds</i> (e.g., leaves falling, puddles forming, wind blowing). 		<ul style="list-style-type: none"> • Explore minibeasts and plants found in our <i>school grounds</i> and local parks (Wallsend Parks, Richardson Dees Park). • Explore seasonal changes in summer, such as warmer weather, longer days and changes in plants and insects. • Use simple scientific vocabulary to describe what they notice (e.g., <i>dry, sticky, melting, growing, changing</i>).
Key Words & Phrases	<p>Wet, dry Soft, hard Smooth, rough Hot, cold Dark, light Big, small Leaf, rain, wind</p>	<p>Strong, bendy Float, sink Melt, freeze Grow, change Bud, root, stem Gentle, careful Lollipop person, firefighter</p>	<p>Predict, next, before, after Warm, sunny, shade Insect, minibeast, chrysalis Life cycle, seed, leaf, flower Sticky, melting, drying Safe, protect, hydrate</p>
How Adults Support Pupils in UTW	<ul style="list-style-type: none"> • Model noticing changes in the environment (rain, leaves, light/dark). • Use simple scientific vocabulary (wet, dry, soft, hard) with repetition and visuals. • Provide sensory materials for exploration (water, sand, leaves, ice, dough). • Support children to explore action-and-reaction toys, modelling how they work. • Use photos and objects to talk about earlier events in the day. • Model gentle behaviour with plants, animals and minibeasts. • Encourage joint attention by looking at books, photos and objects together. • Narrate what children notice to build early scientific language. 	<ul style="list-style-type: none"> • Model describing materials using simple adjectives (strong, bendy, smooth). • Support children to choose materials for a purpose (“You chose sticks because...”). • Provide opportunities to explore mechanisms (cogs, wheels, axles). • Use photos to talk about events from earlier in the week. • Model caring for living things (watering plants, feeding pets). • Introduce simple community roles (lollipop person, firefighter, shop workers). • Support children to notice seasonal changes in the <i>local area</i> (buds, frost melting). • Extend children’s curiosity with open-ended questions (“What do you think will happen?”). • Provide opportunities to explore natural materials from local green spaces. 	<ul style="list-style-type: none"> • Support children to narrate changes over time in the local environment (plants growing, caterpillars changing). • Introduce simple time vocabulary (yesterday, before, after, last time). • Model predicting what might happen next in the natural world. • Provide materials for purposeful exploration (floating, sinking, melting, drying). • Encourage children to compare “then and now” using photos and memories. • Support children to talk about family members and personal history. • Model safe behaviour outdoors in local spaces (sun safety, hydration, gentle handling of insects).

	<ul style="list-style-type: none"> • Model noticing changes in the <i>local environment</i> (yard, garden, school grounds). • Use photos of local places (school entrance, yard, garden) to support talk about past events. • Encourage children to explore natural materials found outdoors in Wallsend. 		<ul style="list-style-type: none"> • Provide opportunities to explore summer seasonal changes (longer days, insects, flowers). • Encourage children to talk about places they visit in Wallsend (parks, shops, gardens).
Experiences	<ul style="list-style-type: none"> • Explore Autumn leaves, conkers, pinecones and puddles. • Watch rain, wind and light changes outdoors. • Play with action-and-reaction toys (pop-ups, buttons, levers). • Look at photos of the day's events. • Care for plants or class pets with adult support. • Explore ice, water and sand. • Join simple routines (tidy up, snack time). • Walk around the school grounds to spot autumn changes. • Explore puddles, leaves and wind in the yard. • Look at photos of familiar local places. 	<ul style="list-style-type: none"> • Plant seeds and watching them grow. • Explore frost, ice melting and spring weather. • Use cogs, wheels, ramps and simple mechanisms. • Care for plants and minibeasts. • Explore materials for a purpose (sticks for bridges, stones for paths). • Look at photos from earlier. • Learn about community helpers (lollipop person, firefighter). • Visit the local Sports Centre for swimming lessons. • Observe local community helpers (lollipop person). • Exploring natural materials collected from the school grounds. 	<ul style="list-style-type: none"> • Observe caterpillars, butterflies, worms and insects. • Exploring minibeasts and plants in the school garden and local parks. • Explore floating, sinking, melting and drying. • Create simple water channels and ramps outdoors. • Talk about family photos and personal history. • Explore summer weather (sunshine, shadows, warm days). • Make simple predictions about natural changes. • Care for plants and noticing new growth. • Talk about places we visit in Wallsend during summer. • Observe summer changes in the local environment.
By Summer, children will be ready for Reception because they can:	<ul style="list-style-type: none"> • Notice and talk about changes over time • Use simple scientific vocabulary • Recall events from earlier in the day/week • Show care for living things • Explore materials and mechanisms with purpose • Make simple predictions • Talk about family and personal history • Understand simple community roles 		