

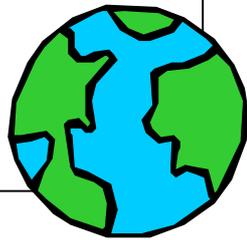
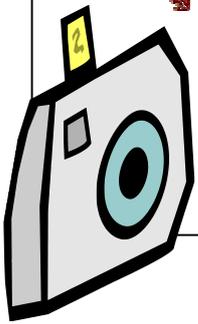
'The World  
Around Us'  
in the  
Foundation  
Stage



*Building Together in the Foundation Stage  
Information for Parents/Carers*

Children should be enabled to:-

- 📖 Show curiosity about living things, places, objects and materials in the environment.
- 📖 I identify similarities and differences between living things, places, objects, materials.
- 📖 Understand that some things change over time.
- 📖 Have an awareness of some of the jobs carried out by different people in the community.
- 📖 Appreciate that materials can be joined/assembled in different ways.
- 📖 Understand that different materials behave in different ways, have different properties and can be used for different purposes.
- 📖 Increase awareness of the local natural and built environment and their place in it.
- 📖 Understand that some materials change if kept in different conditions.
- 📖 Become aware of everyday uses of technological tools and know how to go about using these tools safely.
- 📖 Understand and use positional/directional language, as well as simple maps & drawings.
- 📖 Be aware of different lifestyles.
- 📖 Be able to sequence familiar events.
- 📖 Understand the need to respect and care for themselves, other people, plants, animals and the environment.



Developing knowledge, understanding & skills within the context of:-

### Movement & Energy

*Exploring:-*

- How do things move now & in the past?
- Why do things move?
- How do things work?
- Why do people & animals move?
- Where do things move?
- Where do people & animals move to?
- What sources of energy are in my world?
- How & why are they used?

### Interdependence

*Exploring:-*

- Who am I?
- What am I?
- Am I the same as everyone else?
- What else is living?
- How do living things survive?

### Place

*Exploring:-*

- Where do I live?
- How have I changed over time?
- What is in my world?
- What is beyond my world?
- How has this place changed?

### Change over time

*Exploring:-*

- How do things change?
- What kind of changes happen, have happened or might happen?
- How can we make change happen?

# Learning Experiences



Exploring

Observing



Predicting

Experimenting

Investigating

Classifying



Making links

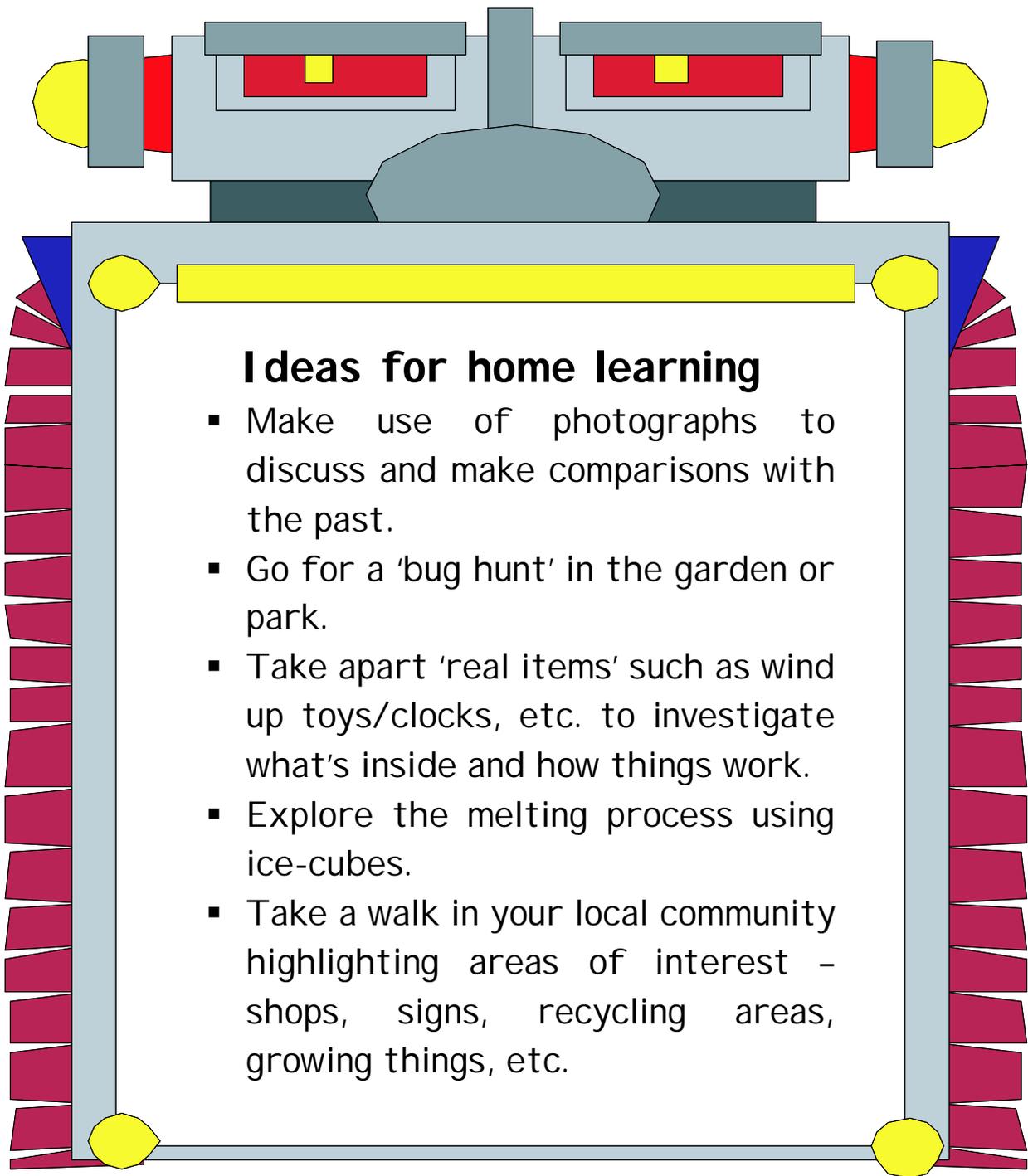
Examining

Designing

Problem solving

Questioning

Comparing



*Enjoy the outdoors with your child - explore the natural world in the garden, the beach, the park...*