

## The role of the adult

How do you?	Current practice	Future practice
<p>Talk with children about their responses to sights, sounds and smells in the environment and what they like about playing outdoors.</p>		
<p>Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles.</p>		
<p>Tell stories about places and journeys.</p>		
<p>Use parents' knowledge to extend children's experiences of the world.</p>		
<p>Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them.</p>		

## Understanding the World: The World Audit



<p>Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.</p>		
<p>Introduce vocabulary to enable children to talk about their observations and to ask questions.</p>		
<p><b>How do you?</b></p>	<p><b>Current practice</b></p>	<p><b>Future practice</b></p>
<p>Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks.</p>		
<p>Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.</p>		
<p>Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</p>		

## Understanding the World: The World Audit



<p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p>		
<p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p>		
<p>Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.</p>		
<p>Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.</p>		
<p>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"</p>		

**Enabling Environments**

How do you?	Current practice	Future practice
<p>Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall.</p>		
<p>Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions.</p>		
<p>Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind.</p>		
<p>Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places.</p>		
<p>Use the local area for exploring both the built and the natural environment.</p>		

<p>Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs.</p>		
<p><b>How do you?</b></p>	<p><b>Current practice</b></p>	<p><b>Future practice</b></p>
<p>Provide play maps and small world equipment for children to create their own environments.</p>		
<p>Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs.</p>		
<p>Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing.</p>		

# Understanding the World: The World Audit

<p>Provide stories that help children to make sense of different environments.</p>		
<p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>		
<p>Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors.</p>		