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|  | Understanding the World (Geography) Nursery | | | | | | | |
|  | Development Matters | | | | | | | |
|  | 1. Enjoys playing with small-world models such as a farm, a garage, or a train track. 2. Notices detailed features of objects in their environment. 3. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 4. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 5. Talks about why things happen and how things work. 6. Developing an understanding of growth, decay and changes over time. 7. Shows care and concern for living things and the environment. 8. Looks closely at similarities, differences, patterns and change. 9. **Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.** 10. **• Shows interest in the lives of people who are familiar to them.** 11. **• Shows interest in different occupations and ways of life.** 12. **• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.** 13. **They know about similarities and differences between themselves and others, and among families, communities and traditions**  * Places * EYFS – Local area and familiar environments. * Human and physical geography * EYFS – Describe the built and natural environment * Skills and fieldwork * EYFS – Observe features of the local and familiar environment | | | | | | | |
| FS1 | Knowledge | | | | | | | Skills |
|  | * Know about the features of their setting and immediate environment from visiting the local area (classroom, outdoor area, farm) | | | | | | | * Can talk about and ask questions about their environment * Use small world and maps to create their own environments * Explore the local area and identify built and natural |
|  | End Point  Notices detailed features of objects in their environment.  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Talks about why things happen and how things work.  Developing an understanding of growth, decay and changes over time.  Shows care and concern for living things and the environment. | | | | | | | |
|  | **Autumn 1** : D3 D4 D5 | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | Autumn berries leaves trees conkers  Rain, windy, cloudy, sunny, cold, |
| **Where do I belong?** | Know about the features of their setting and immediate environment. Classroom, toilets and outdoor area.  Know and name some signs of Autumn | | | | Identify daily weather changes.  Identify seasonal patterns and change | | |
|  | 1. Getting to know our space. Where are the toilets/pegs etc. Where can I paint, nap, etc. 2. Where is my favorite place in Nursery? 3. Introduce and learn daily weather/hello song. Each day look and name the weather condition. Has it changed throughout the morning/day? 4. Talk about changes in season. Identify and discuss the signs of autumn. 5. Autumn walk around FS playground. What can we see that tells us it is autumn? What is changing? 6. Collect leaves/conkers for transient art. Sweep up leaves. Identify what changes are happening. | | | | | | | |
|  | **Autumn 2 D2 D3 D6** | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | | | **Skills** | | Rain, drizzle, wind, cloud, grey, sunny, cold, chilly, fog, frost |
| Know and name different types of weather | | | | | Identify daily weather changes.  Identify seasonal patterns and change | |
|  | 1. Each day look and name the weather condition. Has it changed throughout the morning/day? 2. Introduce new vocabulary as the weather arises, e.g. fog, hail. 3. Introduce George the Bear. Each week talk about where he has been. Has he been inside or outside? 4. Has he been far away? How did he get there? | | | | | | | |
|  | **Spring 1 D2 D3 D6 D10 D11** | | | | | | | Vocab |
| **Who Can Help Us?** | Knowledge | | | | | | **Skills** | Job titles, uniform, work, help,  Cold, ice, snow, frost, winter, |
| Know some different occupations  Know and name some signs of Winter. | | | | | | Talk and ask questions about different roles and occupations  Talk about similarities and differences between seasons  Identify seasonal patterns and change  Talk and ask questions about changes they see. |
|  | 1. Discuss the different jobs that children know of? What jobs do people in your family do?  2. Who helps us in school?  3. What does a police officer do?  4. Who works in a hospital? What happens there?  5. What does a fire fighter do?  6. Each day look and name the weather condition. Has it changed throughout the morning/day?  7. Introduce new vocabulary as the weather arises, e.g. fog, frost, ice.  Talk about changes in season. Discuss the signs of Winter  8. Sort items of clothing, by what we need in Winter and in Summer. | | | | | | | |
|  | **Spring 2 D1 D2** | | | | | | | Vocab |
| **Where can we go?**  **How can we get there?** | **Knowledge** | | | **Skills** | | | | Journey, route, map, |
| To know some different methods of travel.  To understand that distance affects how we travel.  To know that we can travel on the land, in the air and on the water. | | | To describe a simple journey.  To use small world to create a journey.  To draw a simple route.  To re-tell a journey. | | | |
|  | 1. Journey to school. How do I travel to school? Why do some people have to drive or take the bus? What journeys can we make on foot? Look at a map of the local area. Where is school? What is close? What do we see when we walk to school? What do we pass? 2. What kinds of transport might we find on the road? Role play Garage outside. 3. Where might we visit by rail? Link The Train Ride story. 4. How can we travel on/under the water? Link story Mr Gumpy’s outing. 5. How can we travel in the air? 6. We’re going on an Easter Egg hunt. Re-telling a journey from a story. | | | | | | | |
|  | **Summer 1 D4 D7 D8** | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | **Skills** | | | | | Habitat, space, environment, place, map |
| To understand that different creatures live in different places.  To know where they might find different creatures. | | To observe where different creatures live and what it is like where they live E.g. dark, damp | | | | |
|  | 1. Creature hunt outside. Record where we find different creatures. 2. Why do we think we found the creatures where we did? E.g. bees on flowers, woodlice under wood? On a map, record where we found each creature. 3. Plan and design a habitat for frogspawn. What will we need? Talk about taking care of our frogspawn and the importance of looking after it. Revisit as they become froglings. How do we need to change their environment? 4. Talk about how we can improve our outdoor space? Plant flowers, litter pick. | | | | | | | |
|  | **D2 D3 D4 D9** | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | Place natural made  Sea side, beach, coast, sea, land, same, different  Plan, view |
| To understand the difference between natural and made.  To know that the seaside is at the edge of the land. | Sort natural and made pictures e.g. a rock pool, a swimming pool, a park, the beach.  To compare different places.  To describe different places. | | | | | |
|  | 1. What is it like where we live? 2. What is it like at the seaside? How are they different? 3. Where is the seaside? 4. Compare real and man- made structures. Beach, cave, rock pool, shell/house, play-ground, Etc. 5. Explore plan view. Taking pictures of objects from above. 6. Match plan view pictures to objects. | | | | | | | |
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