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| **Geography in the Early Years- Nursery** | | | | |
| **Term**  **Topic** | **Area of Learning** | **Concepts** | | |
| **People**  Know about the human geography of different places around the world. | **Global Citizenship**  Making comparisons between lands, understanding the effect people have on the world and how different countries work together. | **Place**  An understanding of where in the world places are, know the physical features of lands, know how to find out about different lands. |
| **Nursery Autumn 1**  **Starting School** | CL | -Know the name of their school. |  |  |
| PSED | -Understand the importance of staying close to adults when they are outside of school. | -Children wear a uniform at school to show that they belong to the school community. |  |
| PD | -Locate the nursery toilets and develop their independence in going to the toilet during the school day.  -Move safely through the nursery, avoiding obstacles by adjusting their speed or changing direction. |  |  |
| UW |  | -Show care and concern for living things, including animals and humans.  -People can come from many different backgrounds and cultures. | -Explore the outdoor area with curiosity and show an interest in the natural world.  -Know the rules for accessing the garden during independent learning time. |
| EAD | -Identify the construction areas inside and outside and use the resources appropriately and safely to build towers by stacking blocks or other constructions of their choice. |  |  |
| **Nursery Autumn 2**  **Night and Day** | CL | -Understand the use of objects and identify which objects are used for a particular purpose. | -Learn to use the regular past tense correctly, e.g. to describe their journey to school. | -Understand the question word, ‘where’. ‘Where’ is used when referring to a place or location. |
| PSED |  | -Be able to identify their own community and show an interest in learning about other children’s communities. |  |
| L |  |  | -Listen attentively to information from non-fiction texts.  -Identify photographs in non-fiction texts and talk about the images with adult support.  -Develop children’s listening skills and awareness of sounds in the environment. |
| UW | -Understand how some places are linked to other places e.g. roads, trains. | -Children to confidently talk with pride about their family celebrations.  -Learn to respect that other children have different beliefs and show an interest in learning about them. | -Comment and ask questions about the natural world. |
| EAD | -Make imaginative and complex ‘small worlds’ with blocks and constructive kits, such as a city. | -Learn how to play different dance or ring games from countries around the world. |  |
| **Nursery Spring 1**  **Traditional Tales** | CL |  | -Learn to ask and answer ‘what’ questions.  -‘What’ is used to ask for information.  -Show an understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture. |  |
| PD | -Make sharp turns to avoid obstacles and other children while running. |  |  |
| UW | -Identify what houses are made of in the local area. |  | -Plants and trees grow from seeds. |
| EAD | -Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing etc, to design their own bridge. |  |  |
| **Nursery Spring 2**  **In the Garden** | CL | -‘Who’ questions refer to people.  -Ask and answer ‘who’ questions.  -Learn adjectives to describe appearance. | -Use simple directional language such as up, down, left, right, forwards, backwards. | -Children to learn the names of common plants that are growing in their local environment.  -Talk about common and unique features. |
| PSED |  | -Recognise the similarities and differences between themselves and others in more detailed ways. | -Spending time outdoors in nature has a positive impact on physical and mental well-being.  -Recognise how connecting with nature makes them feel.  -Share their personal experiences of connecting with the natural world in enjoyable ways. For example, that being close to nature calms them, that they enjoy the peace, or that they like connecting with the wildlife around them etc.  -Dress suitably for the weather. Know what to wear outside in different weather conditions (cold, wet, warm etc). |
| PD | -Explore the local area following road safety rules.  -Pedestrians walk on the pavement and vehicles travel on the road. -To know how to walk safely with a grown up and hold hands when walking near the road. -Know safer crossing places and how to use them. | -In nature, you can exercise freely, which is good for your body and your mind because it helps you to feel relaxed.  -Discus the physical activity opportunities that types of weather present, such as squelching in mud; splashing in puddles; catching or listening to raindrops; swishing streamers in the wind; playing with light and shadows on sunny days. |  |
| L | -While exploring the local area and within the nursery, focus on meaningful print (such as a child’s name, road signs, advertising logos, book titles etc) support children to recognise familiar words and signs. Discuss similarities and differences between symbols. | -Know that information can be relayed through books.  -Stories and non-fiction books can include information.  -Know that information can be retrieved from digital technology. |  |
| M |  | -Construct and create things that represent objects in their environment. Notice shape properties of the object that they want to represent, e.g. draw a ball as a circle, build a train from wooden rectangular blocks, or use a curved block for the elephant’s trunk. |  |
| UW | -Explore and name everyday materials and describe their properties such as: hard/ soft; waterproof/ not waterproof; absorbent/ not absorbent.  -Know the names of some of the most famous buildings and landmarks in London. | -Consider ways in which humans can help to sustain habitats and plant life.  -Know the benefits of nature and some of the ways in which humans have harmed nature as well as the ways in which we can help nature to thrive. | -Recognise the diversity of plants in the local environment and their basic needs.  -Observe changes in plants during the spring.  -Record changes in plants over time e.g. buds opening.  -Know what the weather in the UK in spring is generally like.  -Name the animals that frequent the nursery garden and local area.  -Know that London is the capital city of England. |
| EAD | -Learn the song, ‘London Bridge is Falling Down’. | -Claude Monet was a French artist. He painted pictures of his garden and his pond. |  |
| **Nursery Summer 1**  **Food and Drink** | CL | -Role-play their experiences of shopping using appropriate language. | -Listen to stories told in other languages showing an interest in the language.  -Reflect the languages spoken within the nursery class to develop children’s appreciation for languages spoken by their friends. |  |
| PD |  | -Eliud Kipchoge is a famous Kenyan athlete who is a professional long-distance runner. He set the world record in the marathon. |  |
| L | -Labelling pictures give the readers a better understanding of what they are looking at. Labels help the reader know exactly what they are seeing. |  |  |
| UW | -A market, or marketplace, is a location where people gather to buy and sell provisions, livestock, and other goods.  -Understand where food comes from and how it can be grown / produced or farmed. | -Notice and talk about similarities and differences between England and India. | -Animals that live in the savannah include, elephants, lions, cheetahs, giraffes, zebras, hippos and rhinos.  -In Kenya there are many different landscapes from built up areas/ cities to communities that live in small tribes.  -Find out information about India by looking at photographs and reading non-fiction texts. |
| EAD | -Learn the nursery rhyme, ‘To Market, To Market’.  -Learn the nursery rhyme, ‘Old McDonald had a Farm’. | -Learn the Kenyan Nursery Rhyme, ‘One Crocodile was Going to The River.’ | -Learn the song, ‘Walking in the Jungle.’ |
| **Nursery Summer 2**  **Water** | CL |  | -Learn several different ways to talk about the future (I am going to, I will, I am about to). | -Look at photographs/ videos of marine life (rockpools) talk about the habitat and learn the names of the animals. |
| PSED | -Know the names of their new class, teacher and TA. | -Special places include spaces that are important and significant to children, which may include religious buildings, spaces in the home, school and local community.  -Identify places which makes you feel at peace, happy, excited and safe. | -Know how to keep themselves safe at the beach/ a swimming pool.  -Learn how to protect themselves from the sun (sunglasses, sun hat, drinking water etc) and know why it is important. |
| L | -A postcard is a rectangular piece of card, with a picture on one side, the other side contains space for writing a short message. Many people send postcards when they are on holiday. |  |  |
| M |  | -Tallies are used for counting and comparing the numbers.  -Use symbols to record their mathematical understanding. |  |
| UW | -Create their own maps using real objects, and/or pictures and symbols (e.g., a floor map with markings for cars). | -Notting Hill is a huge street festival that takes place in London every summer. The festival celebrates Caribbean heritage, art and culture – including music, food and dancing. -The carnival celebrates the diversity of London and brings people together for a celebration. | -There are many different **types of coastlines.**They may be sandy, rocky, muddy, or covered in shingle.  -Use all their senses in hands-on exploration of natural materials that come from the beach.  -Know the names of some of the Caribbean countries.  -Some fish live in salt water e.g., the ocean.  -Freshwater fish can be found in ponds, rivers and lakes.  -Show an interest in exploring a range of sources such as google Earth, real maps or globes. Locate the South Pole with adult support. |
| EAD | -Design and make their own model using open ended resources to create constructions by balancing, stacking, adding or taking away items. |  | -Learn the Nursery Rhyme, ‘5 Little Fishes Swimming in the Sea’.  -Learn the nursery rhyme, ‘A sailor went to sea, sea, sea.’ |