



“Be courageous; be strong. Do everything in love” (1 Corinthians 16:13-14)

EYRS
Nursery
<p><b>Autumn 1 – Harvest Time and Autumn</b>                      Finding our way around our Learning Environments                      Harvest time, Autumn - changes in nature, Harvest festival soup and songs for parents and carers                      Books - We're Going on a Bear Hunt                      Learning about art and music of Africa for Black History Month.</p> <p><b>Autumn 2 – Bonfire Night, Christmas, Hannukah</b>                      Hannukah                      Burford House Garden Centre - Father Christmas                      Books – Seasons, Autumn, Terrific Trucks, Tremendous Trains, Families                      Using different colours and materials to make Rangoli Patterns.                      Making Hanukah cards. Making Rangoli patterns on the computer.                      Learning about the different stories related to Autumn festivals. Knowing that everyone has a birthday and they are usually celebrated in a similar manner around the world.                      Knowing that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.                      Listening to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p>
<p><b>Spring 1 – Books</b>                      National Story Telling Week                      Chinese New Year                      World Book Day, Open Outdoor Library, Story Time with Visitors Various – Librarian Coming to Tea                      Familiar Songs and Rhymes - Twinkle Twinkle, Row Row Your Boat, The Wheels on the Bus, I Can Sing a Rainbow                      Learning about different modes of transportation and who operates them, how they travel to school, local area and natural environment. Exploring the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). Knowing similarities and differences between modes of transportation. Knowing that adults do a variety of jobs and that they are not all the same. Showing an awareness of the emergency services and how they can help us</p> <p><b>Spring 2 - Spring</b>                      Signs of Spring, Gardening, The Easter Story, Celebrating Easter, Baby Chicks Visit                      Big Red Combine Harvester, Oats and Beans and Barley Grow                      Listening to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Where to plant seeds.                      Learning about Easter.                      Using senses to explore the world around them. Knowing that living things follow a similar growth pattern and make comparisons. Knowing about who celebrates Easter and what is its significance. Beginning to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p>
<p><b>Summer 1 – All Kinds of Families, Plants</b>                      Sunflower Planting, All Kinds of Families, Dads Woodland School Session                      To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats, make comparisons between habitats of farm animals and wild animals, talk about the life cycle of a plant and animals.                      Make own habitats using a range of resources. Use senses to explore the world around them.                      To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. Wild animals live in forests/jungles/ safari and sometimes zoos or aquariums. Beginning to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p> <p><b>Summer 2 – Let's Get Fit and Healthy, Holidays and Travel</b>                      Holidays and Travel                      Class Trip – Rays Farm, Dingle Dangle Scarecrow. Listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for. Talk about where food comes from and bake a range of things.                      Know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. Begin understand the importance of looking after our environment and all living things' and where we can collect natural resources from.</p>



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EYRS UW Skills & Knowledge Progression Map (Learning for future Geographical Learning to build upon)

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Year Reception	
Key Skills	<p>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).                      Discussing how environments in stories and images are different to the environment they live in.                      Answering simple questions, guided by the teacher.                      Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.                      Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.                      Recognising features on maps (real or imaginary).                      Identifying land and water on a map or globe.                      Beginning to use the names of the seasons in the correct context.                      Asking questions about the world around them.                      Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks.                      Observing weather across the seasons.                      Observing and discussing the effect the changing seasons have on the world around them. Representing some of the features they notice in their school and school grounds.                      Creating real or imaginary maps even if features are indistinguishable.                      Beginning to use modelled directional vocabulary when describing features in the surrounding environment.                      Making observations about the features of places (in stories, photographs or in the school grounds/local area).                      Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.                      Representing some of the features they notice in their school and school grounds.</p>
Knowledge	<p>To know:                      That places within this country can differ from each other.                      That there are differences between places in this country and places in other countries.                      The name of their school and the place where they live.                      Some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).                      That a map is a picture of a place.                      That a place and its features can be represented in a picture.                      That usually water is represented in blue on a map or globe.                      Some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond).                      That the terms Spring, Summer, Autumn and Winter are used to describe the season.                      Some of the key characteristics of each season.                      That there are four seasons in a year marked by certain weather conditions.                      Some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).</p>
ELG	<p>ELG: Understanding the World – People, Culture and Communities                      Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.                      Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.                      Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.                      ELG: Understanding the World – The Natural World                      Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>