


Dereham Church Infant and Nursery School- Geography

Nursery- Autumn 1

	Year group: Nursery	Area/topic: My home
	<p>Nursery Objectives for Autumn 1:</p> <p>Human and physical</p> <ul style="list-style-type: none"> Describe the daily weather patterns. <p>Locational knowledge</p> <ul style="list-style-type: none"> Know where they live. Describe the location of their house in simple sentences. <p>Place knowledge</p> <ul style="list-style-type: none"> Describe their home, and name different areas in their house. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Follow directions related to movement. 	

Prior learning	Future learning-
<p>Children should be able to recognise their own home. Children should be able to name some things they have in their home, and name family members and any pets.</p> <p>Children may know the words 'sun' and 'rain' and be able to say whether the sun is out or it is raining.</p>	<p>National Curriculum Objectives- EYFS framework</p> <p>Enquiry and Geographical skills</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities) Use the school area for exploring the built environment. Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

	Human and Physical <ul style="list-style-type: none"> Describe the daily weather and weather patterns.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will be able to describe their home in simple terms/sentences. They will be able to name different areas in their house. They will be able to answer some simple questions about their home life, e.g. 'I have a dog.'</p> <p>Children should be able to use single words to describe the weather, using vocabulary taught.</p> <p>Children should be able to respond to verbal instructions related to movement, in their daily classroom activities/ transitions.</p>	<p>Children could create their home in the small world area.</p> <p>Children could build their home using construction materials.</p> <p>Children could share pictures of their home with the class and talk about them.</p>
Key vocabulary	
<p>House, home, room, kitchen, bedroom, toilet.</p> <p>Sun, rain, cloud, hot, cold.</p> <p>Sit, stand, walk, up, down.</p>	<p>Children could draw pictures of their home.</p> <p>Children can use role play area to act out different situations in their home- e.g. cooking in the kitchen, sleeping in the bedroom.</p> <p>Children can create their home in outdoor area, e.g. using big bricks.</p> <p>Children can role- play in mud kitchen.</p>

		<p>Children will describe and match weather to symbols in maths meetings.</p> <p>Teacher can use own judgement to consider if children can listen to and follow instructions related to movement.</p>
Common misconceptions	Books linking to this area	
<p>Children may not understand that everyone's home is different- they do not have all of the same things.</p> <p>Children may confuse the names of different areas in their house.</p>	<p>Home- Carson Ellis</p> <p>Peace at last- Jill Murphy</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Children could present and talk about pictures of their home and family. Staff could also share photos of their home, and class could discuss them.</p>	<p>Children could present and talk about pictures of their home and family. Staff could also share photos of their home, and class could discuss them.</p>	

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children can build, draw, and create home in small world, if S&L is limited.</p>	<p>Cognition and Learning</p> <p>Teacher could use symbols/picture cards to help explain the different rooms they may have in a house.</p> <p>Teacher can work with children on 1:1 basis when discussing and completing any activities around home.</p>
<p>Social, Emotional and Mental health</p> <p>Children can explore a home from a story if they do not want to talk about their own home.</p>	<p>Sensory and Physical</p> <p>Children can use different resources to create their home.</p>