


Dereham Church Infant and Nursery School- Geography

Nursery- Autumn 2

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|  | Year group: Nursery | Area/topic: My school. Autumn |
| | <p>Nursery Objectives for Autumn 2:</p> <p>Human and physical</p> <ul style="list-style-type: none">• Describe the daily weather patterns.• Describe the weather during different seasons.• Show care for their immediate environment. <p>Locational knowledge</p> <ul style="list-style-type: none">• Know that they are in school. <p>Place knowledge</p> <ul style="list-style-type: none">• Describe their immediate environment in simple sentences.• Name different parts of the school.• Know some differences between school and their home. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none">• Explore the natural world around them, using the 5 senses.• Describe what they can see in simple sentences.• Follow directions related to movement. E.g. stand up, sit down. | |

| Prior learning | Future learning- |
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| <p>Some children will have attended a pre-school setting, and some children will not have had any experience in an education setting.</p> <p>Some children may have had lots of experience in the natural world, some will have had limited experience.</p> | <p>EYFS National Curriculum Objectives:</p> <p>Human and Physical</p> <ul style="list-style-type: none"> Describe the daily weather and weather patterns with confidence using full sentences. Understand some important processes and changes in the natural world around them, including seasons (NC: 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 (NC: The Natural World) Show care and consideration for the environment. <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate different parts of the school. <p>Place knowledge</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) Name and locate different parts of the local community. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants (NC: The Natural World) |

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| | <ul style="list-style-type: none"> Use the school area for exploring both the built and the natural environment. |
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| What pupils need to know or do to be secure | |
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| Key knowledge and skills | Possible evidence |
| <p>Children will be able to name some of the main areas in school. Children will be able to explain in simple sentences what we do in different parts of the school, e.g. 'we eat lunch in the hall,'</p> <p>Children will show understanding and awareness of being in a school environment. They will recognise their teachers and friends.</p> <p>Children may be able to explain areas of the school that they like being in.</p> <p>Children will be able to describe the weather in single words and match the symbol to the correct word. Children will know that we call this time of year autumn, and be able to describe in simple sentences what they can see when exploring the natural world (in school)</p> <p>Children will show some consideration for the natural world, treating any natural school features with care (e.g. not pulling twigs off trees).</p> <p>Children will develop understanding of directions related to movement throughout school day as they develop their listening and attention skills.</p> | <p>Children can go on a walk around school, naming and describing what happens around different areas of the school.</p> <p>Children can role play as different staff members in the role play area.</p> <p>Children can create classroom/school in small world and construction area both indoors and outdoors.</p> |
| Key vocabulary | Children will describe daily weather in maths meetings. |
| <p>School, classroom, toilet, field, hall, kitchen, outdoor area, playground.</p> <p>Sun, rain, cloud.</p> <p>Autumn, leaves, red, orange, brown, trees.</p> | |

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| | | <p>Children explore the school grounds, gathering evidence that is autumn, e.g. collecting leaves and conkers.</p> <p>Photos and verbal quotes can be taken which show children's consideration for the environment, and what they can see/hear/feel/smell/ hear.</p> |
| Common misconceptions | Books linking to this area | |
| <p>Children may not understand that the names they use to describe rooms in their house can be applied to other settings, e.g. there is a kitchen at home, and at school.</p> <p>Children at this stage will not understand the concept of seasons. They will just know that we call this time of year 'autumn'.</p> | <p>Millie- Mae in Autumn- Natalie Marshall</p> <p>Autumn- Ailie Busby</p> <p>The squirrels who squabbled- Rachel Bright, Jim Field</p> <p>1 2 3 A walk in the countryside- Rosalind Beardshaw</p> | |
| Memorable first hand experiences | Opportunities for communication | |
| <p>Children can explore school area, learning about the different parts of the school, and what happens.</p> <p>Children can share photos of any experiences they had in their pre-school setting. Discussion can be had about similarities and differences.</p> | <p>Children can share photos of any experiences they had in their pre-school setting. Discussion can be had about similarities and differences.</p> <p>Children can be encouraged to describe what they see when exploring school environment.</p> | |
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DCINS Reasonable adjustments for pupils with SEND

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| <p>Communication and Interaction</p> <p>Children can communicate what they know about school and autumn through pictures, drawings, symbols.</p> | <p>Cognition and Learning</p> <p>Children could explore a smaller number of areas of the school e.g. Nursery classroom and EYFS outdoor area. Children can explore natural world with 1;1</p> |
| <p>Social, Emotional and Mental health</p> <p>Children can look at pictures of different areas of school, if exploring school is too overwhelming.</p> | <p>Sensory and Physical</p> <p>Children do not have to use all senses when exploring the school area. Adjustments can be made, e.g. they could wear ear defenders, gloves etc..</p> |