

	Year group: Reception	Area/topic: Enquiry and geographical skills Human and physical
	<p>National Curriculum Objectives</p> <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) • 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 natural environment. • Find out about their school environment by talking to people, examining photographs and using magnifiers. • Comment and ask questions about aspects of their familiar world... the natural world. • Show care and consideration for the environment. • Use a simple map with symbols to spot features in the school grounds... • Follow simple directions (forwards/backwards, up/down). <p>Human and physical</p> <ul style="list-style-type: none"> • Describe the daily weather patterns. • 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) 	

Prior learning	Future learning-
Children will have described daily weather patterns and matched to correct symbol in Nursery.	<p>Year 1...</p> <p>National Curriculum Objectives.</p>

<p>Children will have described daily weather patterns in Autumn 1 (Reception).</p> <p>Children will have used the 5 senses to explore autumn (in school).</p> <p>Children will know the word 'autumn'.</p>	<p>Human and Physical</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. <p>Place knowledge</p> <ul style="list-style-type: none"> Describe the physical geography of where they live and of a contrasting non- European country. Describe some similarities and differences. Describe the human geography of where they live and of a contrasting non- European country. Describe some similarities and differences. <p>Enquiry and Geographical Skills</p> <ul style="list-style-type: none"> Draw picture maps from stories, using own symbols. Devise a simple map of the school grounds. Use simple picture maps to move around school. Follow directions (up/down, left/right, forwards/backwards). To use directional language (near, far, left, right,) to describe location of features on a map.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Children will be able to comment on what they see in the natural areas of school using key vocabulary.	

<p>Children will be able to complete a simple fieldwork study within school grounds, collecting data and discussing findings.</p> <p>Children will be able to interpret a simple map of school grounds, and plan a route around school to complete fieldwork, drawing arrows on map.</p> <p>Children will be able to complete an observational drawing of something they see in the natural environment of their school.</p> <p>Children will demonstrate care and consideration for natural environment, e.g. not pulling twigs off trees, or stepping on insects.</p> <p>Children will be able to comment on the daily weather in simple sentences, e.g. 'it is sunny today'.</p> <p>Children will know that autumn is a season, and can comment on and describe some of the characteristics of autumn using key vocabulary.</p> <p>Children may be able to comment on the difference between human and physical features.</p>	<p>Examine aerial photos of school grounds to identify both human and physical features of school.</p> <p>Teacher devises a map of school grounds. Children could then use map to plan route around school, to conduct fieldwork.</p> <p>Children complete fieldwork study of school grounds.</p> <p>Children go outside to complete observational drawings of natural world.</p> <p>Children can draw a picture to show 'autumn' e.g. a picture of a tree with brown leaves, or any animals you might see in autumn.</p>
<p style="text-align: center;">Key vocabulary</p> <p>Autumn, leaves, red, orange, brown, trees, grass, flowers, soil, hedge, field, natural, building.</p>	
Common misconceptions	Books linking to this area
<p>Children may not understand concept of an aerial photograph, they may find it hard to identify the areas of the school.</p> <p>Children may think that certain animals associated with autumn are only alive, or 'come out' during autumn.</p> <p>Children may find it hard to understand difference between human and physical features.</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
Fieldwork study of school.	Children will describe natural environment as they explore it, commenting on characteristics of autumn. Children communicate with peers and adults while completing fieldwork. Children will present fieldwork findings to class (can present to the other Reception class).

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Children can draw or represent autumn features, or point to weather symbols to describe weather and seasonal patterns.	Children can look at photos of school taken from an iPad, for example, rather than aerial photos.

Social, Emotional and Mental health

Children can explore the school area in small group or with 1:1 if overwhelmed by whole class being outside at once.

Sensory and Physical

Children could wear ear defenders or bring any comfort items when exploring the school area.