

	<p>Year group: Reception</p>	<p>Area/topic: My town- Dereham. Naming parts of the local community- human and physical features.</p>
	<p><b>Statements taken from the Statutory Framework for the Early Years Foundation Stage</b></p> <p><b>Enquiry and Geographical skills</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities).</li> <li>Comment and ask questions about aspects of their familiar world- local area (Dereham).</li> <li>Use a simple map with symbols to spot features in the local community.</li> <li>Describe location in simple terms (left/right).</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>Describe the daily weather pattern and weather patterns with confidence using full sentences.</li> <li>Talk about the lives of the people around them and their roles in society (NC: Past and present).</li> <li>Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World)</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Know that they live in Dereham.</li> <li>Name and locate different parts of the local community.</li> </ul>	

Prior learning	Future learning-
<p>In Autumn term</p> <p>Children learned about their school environment. They named different areas of the school and talked to different staff members about their roles.</p>	<p>In Year 1...</p> <p>National Curriculum Statements</p> <p>Enquiry and geographical skills</p>

Children interpreted and created simple maps of the school and completed a fieldwork study of the school.	<ul style="list-style-type: none"> <li>• Use a map, atlas and globe to identify the four countries and four seas surrounding the UK.</li> <li>• Use a map to locate the four capital cities of the UK.</li> </ul> <p><b>Human and Physical:</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate the four countries of the UK on a map, atlas and globe.</li> <li>• Name and locate the four capital cities of the UK on a map.</li> </ul>
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Children will know that Dereham is a town.</p> <p>Children will be able to talk about different places and facilities in Dereham.</p> <p>Children will be able to talk about some of the different roles people have in society (in Dereham).</p> <p>Children will be able to interpret a simple picture map to identify different places in Dereham.</p> <p>Children will be able to describe the location of different places in simple terms.</p>	<p>Teacher devises a simple map of key places in Dereham-human and physical. Children identify places on the map, and use 'left and right' to describe location of places in comparison to others.</p> <p>Children can identify different places in Dereham on an aerial map.</p> <p>Children can role play as different roles in local community, e.g. shopkeeper, hairdresser, chef...</p>
Key vocabulary	

<p>Map, town, shop, café, church, restaurant, supermarket, park, school, bank, post office, street, road, left, right,</p>	<p>Children can 'build' parts of Dereham using construction materials and talk about specific places and people's job roles.</p>
<p><b>Common misconceptions</b></p>	<p><b>Books linking to this area</b></p>
<p>Children may find it difficult to interpret a map, especially if they have not been to particular places in Dereham.</p> <p>Children may not understand concept of an aerial photograph, they may find it hard to identify the areas of Dereham.</p>	<p>This is how we do it- Matt Lamothe  In every house, on every street- Jess Hitcham  You can't call an elephant in an emergency- Patricia Cleveland Beck and David Tazzyman  The Jolly Postman and Other People's Letters- Janet and Allan Ahlberg.  When you're fast asleep, who works at nighttime? - Peter Arrhenius and Ingela P Arrhenius.</p>
<p><b>Memorable first hand experiences</b></p>	<p><b>Opportunities for communication</b></p>
<p>Volunteers could visit the school and talk about their role/ job in society.</p>	<p>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).</p>

### DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children can be supported in ILT when role playing as different members in society.</p>	<p>Cognition and Learning</p> <p>Children can look at photos of school taken from an iPad, for example, rather than aerial photos.</p>
<p>Social, Emotional and Mental health</p>	<p>Sensory and Physical</p>