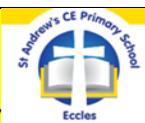


Geography – Nursery



<p><u>Honesty</u> Describe feelings</p>	<p><u>Love</u></p> <ul style="list-style-type: none"> Loving the environment and the animals that live in it. Tidying up after ourselves 	<p><u>Forgiveness</u> Saying I'm sorry Know that some behaviour is unacceptable.</p>	<p><u>Respect</u> Asking questions about me and you Show sensitivity to others feelings.</p>	<p><u>Cultural Capital Opportunities</u> Welly Walks around the park Visitor talking about the weather Children to take photos of the local area or gather leaves, twigs etc to create a seasonal collage</p>		
<p><u>A Love Of Language</u> see key skills below <u>Reading:</u> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <u>Listening:</u> Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p><u>Aspirations</u></p> <ul style="list-style-type: none"> To travel the world To go on a holiday To experience new things during their walks eg animals/flowers etc. 	<p><u>Bringing Learning To Life</u></p> <ul style="list-style-type: none"> Draw what they would find at home/in school and compare them. Compare seasons over time by making collages and describing what they can see. Learn a weather song. <p>https://www.youtube.com/watch?v=rD6FRDd9Hew</p>	<p><u>Emotional Well-Being</u></p> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. 	<p><u>Resilience</u></p> <ul style="list-style-type: none"> Children can show resilience to falls when exploring the world Children can 'get dirty' and understand that it is ok. 	<p><u>Valuing Our Diversity</u></p> <ul style="list-style-type: none"> Understand that some environments are different to others. 	<p><u>Respect and Responsibility</u></p> <ul style="list-style-type: none"> They say when they do or don't need help. They show respect when playing.

<p><u>Speaking:</u> Children express themselves effectively</p> <p><u>Writing:</u> Showing co-ordination in large and small movements.</p>						
What will they learn?		In what order?				End points
Key Concepts	Key Skills	Autumn	Spring	Summer	End points	
<p>Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment They will do this through:</p> <p>Playing and exploring - children investigate and experience things, and 'have a go'</p> <p>Active learning - children concentrate and keep on trying if</p>	<ul style="list-style-type: none"> • Can identify the features of their own environment e.g. classroom, house • Make observations about their local area and any changes. • Make observations about their local area and any changes including seasons. 	<ul style="list-style-type: none"> • Talk about what they can see at school • Talk about what they see at home • Know your way around the room/home • 'Small World Play' eg buildings, farms, trains, roads, rivers etc. Can you make your own 'Small World'? 	<ul style="list-style-type: none"> • Describe types of weather. • Describe what clothing you would need for different types of weather. • Learn days of the week/months of the year. 	<ul style="list-style-type: none"> • Name places they go with their families eg the park, the supermarket, a friend's house etc. 	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> • Know the difference between home and school. • Know where they live and identify features in their home • Tell an adult about what they've seen in the local area. 	

<p>they encounter difficulties, and enjoy achievements</p> <p>Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					<p><u>Spring:</u></p> <ul style="list-style-type: none">• Knowing that different types of weather affect a walk and we must dress appropriately.• Name days of the week/months of the year. <p><u>Summer:</u></p> <ul style="list-style-type: none">• List different places in the local area where we could go for a walk.
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