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|  | <p>Year group: Nursery</p>  | <p>Area/topic: Countries.<br/>Daily weather patterns and seasons</p> |
|   | <p>Nursery Objectives for Summer 1:</p> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>• Describe the daily weather patterns and match this to the corresponding picture/symbol.</li> <li>• Describe the weather during different seasons.</li> <li>• Know some of the differences between the four seasons.</li> <li>• Know some differences between our school and other places.</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that there are different countries in the world.</li> </ul> <p><b>Enquiry and geographical skills</b></p> <ul style="list-style-type: none"> <li>• Know what a world map is and know that green shows land and blue shows sea.</li> </ul> |  |

| Prior learning  | Future learning-  |
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| <p>Children have learned about their immediate environment and Dereham.</p> | <p><b>EYFS National Curriculum Objectives:</b></p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>• Describe the daily weather and weather patterns with confidence using full sentences.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World).</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Talk about places around the world when encountered in stories/ discussions.</li> <li>• Know that they live in England and we are a part of the UK.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate- maps (NC: People, culture and communities)</li> </ul> |
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| What pupils need to know or do to be secure   |  |
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| Key knowledge and skills  | Possible evidence  |
| Children will know that we live in a country and there are countries all over the world.<br>Children will know that on a world map, the green areas show land and the blue areas show sea.<br>Children will know that people speak in different languages around the world. | Children can colour in simple world maps in green and blue to show land and sea.<br>Children can role play as people from other countries- dress up.<br>Children can listen to music from different countries and comment on what they hear. |
| Key vocabulary  |  |
| Country, England, language, world, map, land, sea.  |  |

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|   | <p>Stories from other countries can be read to class- children can comment on what they have learned from the story.</p> <p>Children can learn to say 'hello' in other languages.</p> <p>Small world can be set up for different regions, e.g. desert, jungle, polar or countries.</p> <p>Children will continue to talk about weather and seasons in maths meetings.</p> |
| <b>Common misconceptions</b>  | <b>Books linking to this area</b>   |
| <p>Children may find it hard to comprehend the existence of other countries and cultures.</p> <p>Children may think Dereham is a country.</p> | <p>We're going on a lion hunt- David Axtell</p>   |
| <b>Memorable first hand experiences</b>   | <b>Opportunities for communication</b>  |
| <p>Food tasting</p> <p>Pizza making</p>   | <p>Children can role play as people from different countries.</p> <p>Children can comment on stories and music they hear from around the world.</p> <p>Children can ask questions about other countries.</p>  |
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### DCINS Reasonable adjustments for pupils with SEND

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| <p>Communication and Interaction</p> <p>Children can be supported in ILT when role as people from other countries.</p> | <p>Cognition and Learning</p> <p>Children can point to pictures to show understanding of different countries.</p> |
| <p>Social, Emotional and Mental health</p>   | <p>Sensory and Physical</p> <p>Adjustments can be made to resources in ILT.</p>                                   |