

	<p>Year group: Reception</p>	<p>Area/topic: Countries of the world- Japan, India and Italy</p>
	<p>Statutory Framework for EYFS</p> <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) <p>Locational knowledge</p> <ul style="list-style-type: none"> Talk about places around the world when encountered in stories/ discussions. <p>Place knowledge</p> <ul style="list-style-type: none"> 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). <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Identify and locate the UK on map, atlas and globe. 	

Prior learning	Future learning-
<p>In Nursery...</p> <p>Human and physical</p> <ul style="list-style-type: none"> Describe the daily weather and match this to the corresponding symbol/picture. 	<p>In Year 1...</p> <p>National Curriculum statements</p> <p>Human and physical</p>

<ul style="list-style-type: none"> • Describe the weather during different seasons. • Know some of the differences between the four seasons. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Know that there are different countries in the world. <p>Place knowledge</p> <ul style="list-style-type: none"> • Describe their immediate environment in simple sentences. • Know some differences between school and their home. • Know some differences between the school and other places (such as their home, a garden, supermarket etc...) 	<p>- Identify seasonal and daily weather patterns in the UK.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name the four countries of the UK. • Locate the four countries of the UK on a map. • Name the capital cities of the four countries of the UK. • Locate the capital cities of the four countries of the UK. • Name the four seas surrounding the UK. • Locate the four seas surrounding 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 the physical geography of where they live and of a contrasting non- European country.
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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 we live in England and we are a part of the UK. They will be able to identify the UK on a map, atlas and globe.</p> <p>Children will know there are other countries in the world, and these are shown on a world map.</p> <p>Children will be able to talk other countries taught- Japan, India and Italy. They will be able to talk about the weather and identify some similarities and differences with the UK.</p> <p>Children will demonstrate an understanding of cultural differences between the UK and Japan, India and Italy.</p> <p>Children will know that different languages are spoken around the world.</p>	<p>Children can point to or colour in the UK on a world map, atlas or globe.</p> <p>Children can complete Teddy bear suitcase activity from Summer 1- pack a suitcase for a trip to Japan, India or Italy.</p> <p>Children can dress up in traditional Japanese or Indian dress in role play area.</p> <p>Children can learn to say hello, or simple phrases in other languages.</p>

Key vocabulary		
Japan, India, Italy, country, England, UK, map, atlas, globe.		
Common misconceptions		Books linking to this area
Children may struggle to distinguish between England and the UK.		<p>The Perfect Sushi- Emily Satoko Seo</p> <p>I am Brown- Ashok Banker</p> <p>India for Kids: Amazing facts about India- Shalu Sharma.</p> <p>Take Me Back to Italy - Geography Education for Kids Children's</p> <p>Explore the World Books- Baby Professor</p>
Memorable first- hand experiences		Opportunities for communication
<p>Pizza making</p> <p>Food tasting- Japan and India?</p>		<p>Children can use role play to dress up in traditional dress and communicate with each other.</p> <p>Children can learn simple words and phrases in different languages.</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Adults can promote opportunities and support children's speech and language within ILT.	Children can identify regions on a colour-coded map, e.g. white showing polar regions.

Social, Emotional and Mental health

Adults can support children within ILT.

Sensory and Physical

Adjustments can be made in ILT.