

	<p>Year group: Nursery</p>	<p>Area/topic: My school (Autumn 2)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Human and physical</p> <ul style="list-style-type: none"> • Describe the daily weather patterns. • Describe the weather during different seasons. • Show care for their immediate environment. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Know that they are in school. <p>Place knowledge</p> <ul style="list-style-type: none"> • Describe their immediate environment in simple sentences. • Name different parts of the school. • Know some differences between school and their home. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> • Explore the natural world around them, using the 5 senses. • Describe what they can see in simple sentences. • Follow directions related to movement. E.g. stand up, sit down. 	

<p>Prior learning</p>	<p>Future learning</p>
<ul style="list-style-type: none"> • Some children will have attended a pre-school setting, and some children will not have had any experience in an education setting. • Some children may have had lots of experience in the natural world, some will have had limited experience. 	<p>EYFS National Curriculum Objectives:</p> <p>Human and Physical</p> <ul style="list-style-type: none"> • Describe the daily weather and weather patterns with confidence using full sentences. • 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)
- Show care and consideration for the environment.

Locational knowledge

- Name and locate different parts of the school.

Place knowledge

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities)
- Name and locate different parts of the local community.

Enquiry and geographical skills

- Explore the natural world around them, making observations and drawing pictures of animals and plants (NC: The Natural World)
- Use the *school area* for exploring both the built and the natural environment.

What pupils need to know or do to be secure

<i>Key knowledge and skills</i>	<i>Possible evidence</i>
<ul style="list-style-type: none"> • Children will be able to name some of the main areas in school. Children will be able to explain in simple sentences what we do in different parts of the school, e.g. 'we eat lunch in the hall,' 	<ul style="list-style-type: none"> • Children can go on a walk around school, naming and describing

- Children will show understanding and awareness of being in a school environment. They will recognise their teachers and friends.
- Children may be able to explain areas of the school that they like being in.
- Children will be able to describe the weather in single words and match the symbol to the correct word. Children will know that we call this time of year autumn, and be able to describe in simple sentences what they can see when exploring the natural world (in school)
- Children will show some consideration for the natural world, treating any natural school features with care (e.g. not pulling twigs off trees).
- Children will develop understanding of directions related to movement throughout school day as they develop their listening and attention skills.

Key vocabulary

- School
- Classroom
- Toilet
- Field
- Hall
- Kitchen
- Outdoor
- Area
- Playground
- Sun
- Rain
- Cloud.
- Autumn - Leaves, red, orange, brown, trees.

what happens around different areas of the school.

- Children can role play as different staff members in the role play area.
- Children can create classroom/school in small world and construction area both indoors and outdoors.
- Children will describe daily weather in maths meetings.
- Children explore the school grounds, gathering evidence that is autumn, e.g. collecting leaves and conkers.
- Photos and verbal quotes can be taken which show children's consideration for the environment, and what they can see/hear/feel/smell/hear.

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • Children may not understand that the names they use to describe rooms in their house can be applied to other settings, e.g. there is a kitchen at home, and at school. • Children at this stage will not understand the concept of seasons. They will just know that we call this time of year 'autumn'. 	<ul style="list-style-type: none"> • Millie- Mae in Autumn- Natalie Marshall • Autumn- Ailie Busby • The squirrels who squabbled- Rachel Bright, Jim Field • 1 2 3 A walk in the countryside- Rosalind Beardshaw
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Children can explore school area, learning about the different parts of the school, and what happens. • Children can share photos of any experiences they had in their pre-school setting. Discussion can be had about similarities and differences. 	<ul style="list-style-type: none"> • Children can share photos of any experiences they had in their pre-school setting. Discussion can be had about similarities and differences. • Children can be encouraged to describe what they see when exploring school environment.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.