

	<p>Year group: Nursery</p>	<p>Area/topic: People who help us/Observing winter (Spring 1)</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 and match this to the corresponding picture/symbol. • Describe the weather during different seasons. • Know some of the different roles of people in society (e.g. teachers, firefighters, vets etc...) • Show care for their immediate environment. 		
<p>Locational knowledge</p>		
<ul style="list-style-type: none"> • Know the names of different parts of the local community 		
<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>Place knowledge</p>		
<p>Describe their immediate environment in simple sentences</p>		

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will know the roles of some people in society based on their experiences and family members. • Children explored and observed autumn by exploring their immediate environment. • Children will have talked about the weather in maths meetings. 	<p>Statements taken from the Statutory Framework for the Early Years Foundation Stage</p> <p>Human and Physical</p> <ul style="list-style-type: none"> • Describe the daily weather and weather patterns with confidence using full sentences.

	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World) • Show care and consideration for the environment. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate different parts of the local community. <p>Place knowledge</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities) <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants (NC: The Natural World) • Follow simple directions (forwards/backwards, up/down).
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children will be able to name some of different roles people have in society. They will be able to role play different roles, showing some understanding of what they do and why they are important. • Children will be able to describe the weather in single words and match to the correct symbol. Children will know that we call this time of year winter, and be able to describe in simple sentences what they can see when exploring the natural world (in school) 	<ul style="list-style-type: none"> • Children can role play as different people in society, e.g. doctor, vet, teacher during ILT. • Children can role play within small world.

- 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.

- Children will describe daily weather in maths meetings.
- Children can explore the school grounds to observe signs that it is winter. Photos and quotes can be taken to show their knowledge and understanding.
- Photos and verbal quotes can be taken which show children's consideration for the environment, and what they can see/hear/feel/smell/hear.

Key vocabulary

- Dereham
- Town
- Police
- Firefighter
- Doctor
- Teacher
- Vet
- Nurse
- Winter
- Season

Common misconceptions

- Children may find it hard to understand the different roles in society if they have never seen or experienced different people and places, e.g. a police station.

Books linking to this area

- Amazing Machines: Awesome Ambulances- Tony Mitton
- & Ant Parker
- Doctorsaurus- Emi- Lou May and Leire Martin
- Topsy and Tim Meet the Police- Jean Adamson and Belinda Worsley
- Real Superheroes- DK and Julia Seal
- Busy Day Firefighter- Dan Green
- I Definitely Don't Like Winter- Fiona Barker
- Robin's Winter Song- Suzanne Barton

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none">• People with different roles in society can come into school and talk about their jobs.	<ul style="list-style-type: none">• Children will role play as different people in society.• Children can ask questions to any visitors who come and talk to them about their jobs.• Children will comment on what they see when observing winter.

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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.