

	<p>Year group: Nursery</p>	<p>Area/topic: Daily weather patterns and seasons (Summer 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 differences between the four seasons. • Know some differences between our school and other places. 		
<p>Locational knowledge</p>		
<ul style="list-style-type: none"> • Know that there are different countries in the world. 		
<p>Enquiry and geographical skills</p>		
<ul style="list-style-type: none"> • Know what a world map is and know that green shows land and blue shows sea. 		

Prior learning	Future learning
<ul style="list-style-type: none"> • Children have learned about their immediate environment and Dereham. 	<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

	<p>experiences and what has been read in class (NC: The Natural World)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Talk about places around the world when encountered in stories/ discussions. • Know that they live in England and we are a part of the UK. <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)
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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 know that we live in a country and there are countries all over the world. • Children will know that on a world map, the green areas show land and the blue areas show sea. • Children will know that people speak in different languages around the world. 	<ul style="list-style-type: none"> • Children can colour in simple world maps in green and blue to show land and sea. • Children can role play as people from other countries- dress up. • Children can listen to music from different countries and comment on what they hear. • Stories from other countries can be read to class- children can
Key vocabulary	
<ul style="list-style-type: none"> • Country • England • Language • World • Map • Land • Sea 	

	<p>comment on what they have learned from the story.</p> <ul style="list-style-type: none"> • Children can learn to say 'hello' in other languages. • Small world can be set up for different regions, e.g. desert, jungle, polar or countries. • Children will continue to talk about weather and seasons in maths meetings.
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<ul style="list-style-type: none"> • Children may find it hard to comprehend the existence of other countries and cultures. • Children may think Dereham is a country. 	<ul style="list-style-type: none"> • We're going on a lion hunt- David Axtell
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<ul style="list-style-type: none"> • Food tasting • Pizza making 	<ul style="list-style-type: none"> • Children can role play as people from different countries. • Children can comment on stories and music they hear from around the world. • Children can ask questions about other countries.

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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.