

	<p>Year group: Nursery</p>	<p>Area/topic: Countries. Fieldwork week. Daily weather patterns and seasons - Observing summer. (Summer 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 and match this to the corresponding picture/symbol. 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>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. Explore the natural world around them, using the 5 senses. Describe what they can see in simple sentences (e.g. the leaves are green). Follow directions related to movement. E.g. stand up, sit down. 		

Prior learning	Future learning
<ul style="list-style-type: none"> Children were introduced to the countries topic in Summer 1. Children will have explored immediate natural environment (but not completed fieldwork as such). Children have previously observed autumn, winter and spring. 	<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)

Locational knowledge

- 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.

Place knowledge

- 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)

What pupils need to know or do to be secure

Key knowledge and skills

- 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.
- Children will be able to collect evidence of their immediate natural world- take photos and/or sketches. Children will be able to comment on the natural world.

Possible evidence

- Children will take part in fieldwork week. Children can take photos and draw pictures of things in the natural world around them. Children comment on what they like/don't like about

- Children will be able to comment on summer. They will be able to explore immediate environment and describe what they can see how they know it is summer.

Key vocabulary

- Country
- England
- Language
- World
- Map
- Land
- Sea
- Summer
- Season
- Hot

their outdoor environment.

- Children will continue to learn about other countries and cultures. Children will continue to respond to stories and songs from around the world.
- Children can continue to dress up in traditional dress and role play as people from other countries.
- Children will explore immediate natural environment to describe what they can see and how they know it is summer. Children can take photos, make sketches or collect any natural materials, e.g. green leaves to collect evidence.

Common misconceptions

- Children may find it hard to comprehend the existence of other countries and cultures.
- Children may think Dereham is a country.

Books linking to this area

- We're going on a lion hunt- David Axtell

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none">• Food tasting• Pizza making• National Fieldwork Fortnight (time TBC).	<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.• Children will comment on their observations/findings of their fieldwork study.• Children will comment on their findings/observations that it is summer.

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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.