

	<p>Year group: Reception</p>	<p>Area/topic: Enquiry and geographical skills (Autumn 1)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p><b>EYFS Framework Objectives:</b></p> <p><b>Enquiry and Geographical skills</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities)</li> <li>• Use the school area for exploring... the built environment.</li> <li>• Comment and ask questions about aspects of their familiar world... school.</li> <li>• Find out about their school environment by talking to people...</li> </ul> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>• Describe the daily weather and weather patterns.</li> <li>• Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World)</li> <li>• Talk about the lives of the people around them and their roles in society (NC: Past and present)</li> </ul>	

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• If attended Nursery at DCINS...</li> <li>• Children will have explored some of the school, naming some of areas- school, classroom, toilet, field, hall, kitchen, outdoor area and playground.</li> <li>• Children will have described the daily weather in maths meetings.</li> <li>• Children will have used the 5 senses to explore autumn.</li> </ul>	<p>In Year 1...</p> <p><b>Human and physical</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe the human geography of where they live and of a contrasting non- European</li> </ul>

country. Describe some similarities and differences.

### Enquiry and geographical skills

- Explore the local area, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features.

## What pupils need to know or do to be secure

### Key knowledge and skills

- Children will be able to name and describe some of the different areas of school, and describe what happens in these areas.
- Children will be able to ask questions to different adults in school- to find out about the different roles and responsibilities in school, and what the different areas in school are used for.
- Children will be able to comment on the daily weather and match weather to the correct symbol. Children will be able to comment on the changing weather as we go into autumn.

### Possible evidence

- Children can go on a walk around school. Children can speak to different staff members to learn about their roles and what happens in different areas of the school.
- Children will discuss the weather in maths meetings and match weather to the correct symbol. Children will be able to comment on the changing weather as go into autumn.

### Key vocabulary

- School
- Classroom
- Toilet,
- Field
- Hall
- Kitchen
- Outdoor area
- Playground
- Office
- Trim-trail
- Garden (reflective garden)
- Gate
- Nursery.

- Sun/sunny
- Rain/rainy
- Cold/hot
- Cloud/cloudy.

<i>Common misconceptions</i>	<i>Books linking to this area</i>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Lulu's First Day- Anna McQuinn and Rosalind Beardshaw.</li> <li>• When a Dragon Goes to School- Caryl Hart and Rosalind Beardshaw.</li> <li>• Mouse's Big Day- Lydia Monks</li> <li>• The Colour Monster Goes to School- Anna Llenas</li> </ul>
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none"> <li>• Children could share pictures from their previous educational setting (if attended). Class could discuss similarities and differences between their pre-schools and current school.</li> <li>• Children can explore school, meeting different staff members.</li> </ul>	<ul style="list-style-type: none"> <li>• Children could share pictures from their previous educational setting (if attended). Class could discuss similarities and differences between their pre-schools and current school.</li> <li>• Children can ask adults around school about their role, and what different areas in school are used for.</li> </ul>

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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"><li>• Pre-teaching of important geographical vocabulary/concepts.</li><li>• Children could be given pictures/symbols for directions, to support giving and following directions.</li><li>• Picture exchange system could be used to help give directions/instructions.</li><li>• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.</li></ul>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Pre-teaching of important geographical vocabulary/concepts.</li><li>• Simplified maps of the key points/features could be used.</li><li>• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.</li></ul>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.</li><li>• 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.</li><li>• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.</li></ul>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Enlarge maps to ensure they are easier to read/look at.</li><li>• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.</li></ul>