

	<p>Year group: Reception</p>	<p>Area/topic: My town- Dereham. Naming parts of the local community- human and physical features. (Spring 1)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Statements taken from the Statutory Framework for the Early Years Foundation Stage</p> <p>Enquiry and Geographical skills</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). • Comment and ask questions about aspects of their familiar world- local area (Dereham). • Use a simple map with symbols to spot features in the local community. • Describe location in simple terms (left/right). <p>Human and physical</p> <ul style="list-style-type: none"> • Describe the daily weather pattern and weather patterns with confidence using full sentences. • Talk about the lives of the people around them and their roles in society (NC: Past and present). • Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World) <p>Locational knowledge</p> <ul style="list-style-type: none"> • Know that they live in Dereham. • Name and locate different parts of the local community. 	

Prior learning	Future learning
<p>In Autumn term...</p> <ul style="list-style-type: none"> • Children learned about their school environment. They named different areas of the school and talked to different staff members about their roles. • Children interpreted and created simple maps of the school and completed a fieldwork study of the school. 	<p>In Year 1...</p> <p>National Curriculum Statements</p> <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> • Use a map, atlas and globe to identify the four countries and four seas surrounding the UK. • Use a map to locate the four capital cities of the UK. <p>Human and Physical:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate the four countries of the UK on a map, atlas and globe. • Name and locate the four capital cities of the UK on a map.

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 Dereham is a town. • Children will be able to talk about different places and facilities in Dereham. • Children will be able to talk about some of the different roles people have in society (in Dereham). • Children will be able to interpret a simple picture map to identify different places in Dereham. Children will be able to describe the location of different places in simple terms. 	<ul style="list-style-type: none"> • Teacher devises a simple map of key places in Dereham-human and physical. Children identify places on the map, and use 'left and right' to describe location of

Key vocabulary

- Map
- Town
- Shop
- Café
- Church
- Restaurant
- Supermarket
- Park
- School
- Bank
- Post office
- Street
- Road
- Left/right

places in comparison to others.

- Children can identify different places in Dereham on an aerial map.
- Children can role play as different roles in local community, e.g. shopkeeper, hairdresser, chef...
- Children can 'build' parts of Dereham using construction materials and talk about specific places and people's job roles.

Common misconceptions

- Children may find it difficult to interpret a map, especially if they have not been to particular places in Dereham.
- Children may not understand concept of an aerial photograph, they may find it hard to identify the areas of Dereham.

Books linking to this area

- This is how we do it- Matt Lamothe
- In every house, on every street- Jess Hitcham
- You can't call an elephant in an emergency- Patricia Cleveland Beck and David Tazzyman
- The Jolly Postman and Other People's Letters- Janet and Allan Ahlberg.
- When you're fast asleep, who works at nighttime? - Peter Arrhenius and Ingela P Arrhenius.

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none">• <i>Volunteers could visit the school and talk about their role/ job in society.</i>	<ul style="list-style-type: none">• <i>Children will describe natural environment as they explore it, commenting on characteristics of autumn.</i>• <i>Children communicate with peers and adults while completing fieldwork.</i>• <i>Children will present fieldwork findings to class (can present to the other Reception class).</i>

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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.