

	<p>Year group: Reception</p>	<p>Area/topic: Countries of the world (Summer 2)</p>
	<p>(Objectives from NC/ELG/Development matters)</p> <p>Statutory Framework for EYFS</p> <p>Human and physical</p> <ul style="list-style-type: none"> Describe the daily weather patterns. 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) <p>Locational knowledge</p> <ul style="list-style-type: none"> Talk about places around the world when encountered in stories/ discussions. <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). <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Identify and locate the UK on map, atlas and globe. 	

Prior learning	Future learning
<p>In Nursery...</p> <p>Human and physical</p> <ul style="list-style-type: none"> Describe the daily weather and match this to the corresponding symbol/picture. 	<p>In Year 1...</p> <p>National Curriculum statements</p> <p>Human and physical</p>

- Describe the weather during different seasons.
- Know some of the differences between the four seasons.

Locational knowledge

- Know that there are different countries in the world.

Place knowledge

- Describe their immediate environment in simple sentences.
- Know some differences between school and their home.
- Know some differences between the school and other places (such as their home, a garden, supermarket etc...)

- Identify seasonal and daily weather patterns in the UK.

Locational knowledge

- Name the four countries of the UK.
- Locate the four countries of the UK on a map.
- Name the capital cities of the four countries of the UK.
- Locate the capital cities of the four countries of the UK.
- Name the four seas surrounding the UK.
- Locate the four seas surrounding the UK.

Place knowledge

- Describe the physical geography of where they live and of a contrasting non-European country.
- Describe the physical geography of where they live and of a contrasting non-European country.

What pupils need to know or do to be secure

Key knowledge and skills

- Children will know that we live in England and we are a part of the UK. They will be able to identify the UK on a map, atlas and globe.
- Children will know there are other countries in the world, and these are shown on a world map.
- Children will be able to talk other countries taught- Japan, India and Italy. They will be able to talk about the weather and identify some similarities and differences with the UK.

Possible evidence

- Children can point to or colour in the UK on a world map, atlas or globe.
- Children can complete Teddy bear suitcase activity from Summer 1- pack a suitcase for

- Children will demonstrate an understanding of cultural differences between the UK and Japan, India and Italy.
- Children will know that different languages are spoken around the world.

a trip to Japan, India or Italy.

- Children can dress up in traditional Japanese or Indian dress in role play area.
- Children can learn to say hello, or simple phrases in other languages.

Key vocabulary

- Japan
- India
- Italy
- Country
- England
- UK
- Map
- Atlas
- Globe

Common misconceptions

- Children may struggle to distinguish between England and the UK.

Books linking to this area

- The Perfect Sushi- Emily Satoko Seo
- I am Brown- Ashok Banker
- India for Kids: Amazing facts about India- Shalu Sharma.
- Take Me Back to Italy - Geography Education for Kids | Children's Explore the World Books- Baby Professor

Memorable first hand experiences

- Pizza making
- Food tasting- Japan and India?

Opportunities for communication

- Children can use role play to dress up in traditional dress and communicate with each other.
- Children can learn simple words and phrases in different languages.

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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.