

EYFS Long Term Plan - Geography

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Themes	All about me	Colours Everywhere!	On the go	On the farm	Yummy foods	Seaside
Caterpillars	Development Matters Objectives	Understanding the World <ul style="list-style-type: none"> • Explore materials with different properties. Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 					
	Key Focus	All about me Explore the classroom, school grounds to become familiar with the environment. Follow directions related to movement e.g. come here, sit down. Explore the outdoor area. wild garden. Talk about the weather.	Colours everywhere Exploring the wild garden and collecting natural materials such as conkers, pine cones and leaves. Learning the names of autumn artefacts we find. Talking about different colours we see outside. Exploring squelching in mud with wellies. Talk about the weather.	Transport Creating different vehicles and talking about how they move. Bubble wrap road, exploring textures. Colour sorting and shape matching. Traffic light sensory play. Outdoor car wash with the bikes. Exploring land, water and air vehicles. Looking at fast and slow. Floating and sinking. Talk about the weather.	Minibeasts Looking for minibeasts in the wild garden and digging for worms. Searching for signs of spring, daffodils and blossom. Looking at butterflies and creating a butterfly garden, exploring the butterfly's life cycle. Talk about the weather.	Food Growing and planting seeds, looking at how to care for plants and what needs to grow. Exploring making porridge and talking about the texture. Talk about the weather.	Summer time Talk about the weather. Talk about keeping safe in hot weathers. Talk about how the weather has changed throughout the seasons.
	Knowledge & Skills	Locational knowledge - To name some types of rooms in house e.g. Living Room, Kitchen, Bedroom, Bathroom, Garden. Place knowledge - To know that they are at nursery within a school near their house. Human and Physical Geography - To explore the features of their classroom environment and the outdoor environment. Map Work - To begin to use positional language involving objects. Fieldwork - To take seasonal nature walks in the Little Crickets outdoor environment. - Begin to talk about some of the observations from their seasonal nature walks such as weather, plants, animals, natural/objects they've found.					
	Vocabulary	Inside, outside, classroom, come here, sit down, sun, rain, cloud, cold, hot, garden, nursery	Autumn, cold, ice, sun, rain, cloud, garden, natural, conkers, pinecones, leaves	Car, bus, lorry, aeroplane, boat, forward, backwards, up, down, next to, on top of, soft, hard, bumpy, sun, rain, cloud, icy, cold, hot, light, dark	Spring, growing, life cycle, flowers, life, sun, rain, cloud, icy, cold, hot, light, dark	Summer, seed, planting, growing, stem, flower, water, light, sun, rain, cloud, cold, hot, light,	sun, rain, cloud, icy, cold, hot, light, dark, water

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Butterflies	Themes	All about me	Celebrations of the World	Space	New life	Traditional Tales	People who help us
	Development Matters Objectives	<p>Understanding the World</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 					
	Key Focus	<p>Home</p> <p>Look at where the children live, who is in their house, compared to their school environment. Walk around school to explore new environments. Notice key human and physical features- This is our play area. This is Reception's play area. This is Year 1's playground. Model drawing a map and look at where the children's outdoor play areas are in comparison to each other. Daily weather discussions.</p>	<p>World</p> <p>Talk about places they have visited outside of school. Talk about how countries around the world celebrate different and similar festivals. Daily weather discussions.</p>	<p>Beyond the world</p> <p>Discussions about the first man on the moon Planets. Daily weather discussions.</p>	<p>Who's in the garden</p> <p>Children to explore/ observe garden. Share ideas on how to improve the area. Design and build a bug house to attract mini beasts. Model how to care and show concern for living things and the environment. Talk about some of the things they have observed such as plants, animals, natural and man-made objects. Develop an understanding of growth, changes over time. Grow cress and observe fruit decay. Daily weather discussions.</p>	<p>Traditional tales</p> <p>Compare locality of Goldilocks (forest) to Gingerbread man (Farm/town) Daily weather discussions. Talk about their own environment and compare that to the environments in stories.</p>	<p>People who help us</p> <p>Look at people who help us, police, nurses, fire brigade. Look at these occupations and how they look in different countries. Similarities and differences between vehicles. Transition to a new building/classroom environment when they go to F2. Daily weather discussions.</p>
	Knowledge & Skills	<p>Locational knowledge</p> <ul style="list-style-type: none"> - To name different types of rooms in house e.g. Living Room, Kitchen, Bedroom, Bathroom, Garden. - To name places in the local community e.g. park, shop, house, road, doctors, library <p>Place knowledge</p> <ul style="list-style-type: none"> - To learn about the different people and places in the world through texts. - To know that they are at nursery within a school near their house. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - To explore the features of their environment at the Little Cricket's setting. - To find natural and man-made objects. - Explore different familiar settings such as a woodland, a park, a farm through a text. <p>Map Work</p> <ul style="list-style-type: none"> - To explore simple plans based on a text, using tuff trays and construction to build and make visual maps. - To use positional language related to text. <p>Fieldwork</p>					

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		<ul style="list-style-type: none"> - To take seasonal nature walks in the Little Crickets outdoor environment. - Can talk about observations from their seasonal nature walks such as plants, animals, natural/objects they've found. - Can begin to discuss if an object is natural or man-made - Develop an understanding of growth, decay and changes over time. 					
	Vocabulary	house, school, outside, inside, sun, rain, cloud, dark, light, wet, dry, hot, cold, playground, nursery, pond, field	Places, visit, doctors, library, park, shop, road, celebrate, same, different, sun, rain, cloud, dark, light, wet, dry, hot, cold	Space, moon, first, next, then, big, small, round, sun, rain, cloud, dark, light, wet, dry, hot, cold	Now, then, first, up, down, next to, in between, grow, plants, animals,	forest, farm, nursery, outside, inside, next to, on top of, in between, field	School, nursery, outside, inside, help, playground, field, classroom
Reception	Class Themes	All about me	Mini-beasts	Transport	The world	Under the sea	Superheroes
	Development Matters Objectives	Understanding the World <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 					
	Key Focus	Local Area Talk about their home and places that they know. Talk about buildings in the local area and can they recognise them. Walk around our school	Animals in their habitats. Where do minibeads live? Why do they live there? Minibeast hunt Walk to the Civic Centre.	Transport Look at travel and different modes of transport. Look at London and how it is similar and different to our town. Know that features of a place are natural and some are man-made. Introduce a map of the UK and show where we live and where other features are. Know that a map is about a place and that signs and symbols can tell us about a place.	Around the World Introduce a globe and/ or map. Introduce to another country, China and research what is like and how is it different from other England. Explore our local environment and the plants and flowers that have grown. Draw maps of the Reception Outdoor area.	Above the Sea Research other countries and what they are like. How are they different from England? How are their lives different from other children in different countries?	Summer Know that some places in the world are hot. Some places are cold. We need to change what we do/wear in response to the climate. Know that the weather changes depending on where we are in the world and the seasons. To look at the different countries the children have visited on holiday. Walk to the local library.
	Knowledge & Skills	Locational knowledge -know they live on Earth and some know they live in England. -Know where the area they live, e.g. Nantwich, Willaston and their school is in Nantwich. -know what road the school is on. -know the street they live on.					

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		<p>Place knowledge</p> <ul style="list-style-type: none"> - Identify features in the school grounds. - Identify what features are natural and man-made. - Recognise that some environments are different to their own. - know some areas nationally and globally that are similar and different to their own and what are the features of those area. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Know about the weather and how they dress for certain seasons. - Identify man-made and natural objects in locality and contrasting localities they have learnt about. <p>Map Work</p> <ul style="list-style-type: none"> - Know the area they live and our school is in Nantwich. - Talk about what they see in maps and aerial pictures of the local area. - Draw maps of their local environment. - Create imaginary maps <p>Fieldwork</p> <ul style="list-style-type: none"> - Children can take or draw simple pictures with support of man-made and natural objects. - Use age appropriate mathematical skills to count objects linked to geography. 					
	Vocabulary	House, flat, school, road, Nantwich, field, playground, pond, library, church, adventure playground, forest	School, Nantwich, field, on top of, next to, in between, below, pavement, road, Civic Centre	London, transport, Nantwich, town, same, different, natural, man-made, map, United Kingdom	Nantwich, globe, map, same, different, country, on top of, next to, in between, below	Same, different, lives, countries, holiday, hot, cold, rain, sun, summer	School, Nantwich, places, hot, cold, same, different, change, clothes, safe, summer, autumn, winter, spring, library, road, pavement
Early Learning Goals	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. 						