



Kindness

Positivity

Respect

<u>GEOGRAPHY (Understanding The World) MEDIUM TERM PLANNING</u>		
Year Group: Reception	TERM: Autumn 2	Theme: Colour, Communities and Celebrations Around the World
<p>EYFS Development Matters: Understanding The World 3 and 4 year olds</p> <ul style="list-style-type: none"> - Knows that there are different countries in the world and talk about the differences they have experienced or seen in pictures. - Show interest in different occupations. <p>Children In Reception</p> <ul style="list-style-type: none"> - Draw on information from a simple map - Recognise some similarities and differences between life in this country and life in other countries. - 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 		
<p>Context: In this unit we want children to continue to familiarise themselves with the school environment by taking an Autumn walk through the grounds of the school and observing seasonal changes. Links to other areas of the curriculum ...</p>	<p>Concepts:</p> <p>Community Environment Seasons Autumn</p>	<p>Vocabulary: Environment, Autumn, Spring, Summer, Winter, solstice, weather, hot, cold, windy, temperature, map, community, job/employment</p>
<p>Prior Knowledge: Children have already learnt about their immediate environment in Autumn 1 All About Me, talking about their family and where they live, recognising their</p>	<p>Future Knowledge: Y1 Y2</p>	

own front door. This unit will build on this prior learning looking further out from themselves into the wider community and how they are a part of it.			
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <ul style="list-style-type: none"> To know the current season is Autumn To know there are four seasons To know each season has different weather and unique features To know what a map is for To know what a community is and we are part of it To know Sheffield is the city we live in To know Sheffield is a city in the country of England To know about the different jobs our parents do and how they help in the community To know about the people who help us, the jobs they do and where to find them in the community 			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>SEASONS & WEATHER</p> <p>1. We are learning that the current season is Autumn</p>	<p>Daily calendar</p> <p>Use <u>Seasons Big Book – focus on Autumn</u></p> <p>Prepare to go on an Autumn walk of school grounds – show a map of the school grounds first to plot a route to take – discuss human and physical features they might see – school building (classrooms), steps, playground, music hub, MUGA – trees, shrubs, grass/field, mud, fallen leaves</p> <p>Go for the walk highlighting features talked about in the classroom, what can they see now outside?</p> <p>Same or different to what they spoke about?</p> <p>Take camera/iPad to record a photographic map of route taken around the grounds.</p>		

	Look at the photographs once back in the classroom – what signs of Autumn can they remember?		
2. We are learning that there are 4 seasons	<p>Daily calendar</p> <p>Use <u>Seasons Big Book</u></p> <p>Spring- March, April, May Summer- June, July, August Autumn – September, October, November Winter –December, January, February</p> <p>Discuss each season with the children – use wall frieze of months of the year in the classroom highlighting each season is about 3 months long</p>		
3. We are learning that the weather changes throughout the seasons and each season has unique feature	<p>Daily calendar</p> <p>Use <u>Seasons Big Book</u> to show differences in each season</p> <p>Spring – unique features-</p> <ul style="list-style-type: none"> - Stronger sunlight and temperatures rise - Days grow longer <p>lots of rain and sunshine, new life</p> <p>Summer -unique features –</p> <ul style="list-style-type: none"> - Holiday season - Longest day (summer solstice) in summer – sun is at its highest elevation at midday - Hot weather can cause a drought <p>warmer weather, more sunshine, longer days,</p> <p>Autumn – unique features -</p> <ul style="list-style-type: none"> - reduced time of natural daylight meaning that the days are shorter than the nights 	<p>How is each season unique?</p> <p>What features are different?</p> <p>What is the weather like in each season?</p> <p>Are there similarities?</p>	

	<ul style="list-style-type: none"> - Leaves on the trees turn red, orange , brown and yellow - Season of crops and harvest - Autumn hosts some significant celebrations e.g., Halloween, Diwali, Bonfire Night. <p>weather can be a mixture of rain and wind</p> <p>Winter – unique features –</p> <ul style="list-style-type: none"> - Snow and freezing temperatures - Strong winds - Short days and longer nights - Winter solstice (shortest day of the year and longest night) - Wearing warm clothes <p>Frosty, cold weather and lots of rain are common.</p>		
<p>LOCATION & MAPS</p> <p>4. We are learning that we are part of our school community</p>	<p>Recap/Revisit our map of school grounds What do we use a map for?</p> <p>Community definition – a group of people living in a particular area.</p> <p>After providing children with community definition – ask – do we think we are part of a community? Listen to children respond - Talk about our class as being part of our school community.</p>	<p>What is a community? What community are we part of?</p>	
<p>5. We are learning that we live in Sheffield and our school is part a wider community</p>	<p>Recap/Revisit our map of school grounds What do we use a map for?</p> <p>Community definition – a group of people living in a particular area.</p>		<p>Google earth</p>

	<p>We have learnt our class is part of our school community but what community is our school part of?</p> <p>Launch Google Earth show overview of our school and pan out to show SHEFFIELD – do the children know we live in a city called Sheffield?</p> <p>But it gets even bigger than that!</p> <p>What community is Sheffield part of? Or what country? Move out further on the map to show England (or go out onto playground – if good weather- to look at the UK map showing where Sheffield is and the rest of the country and UK)</p>		<p>Playground map (if good weather)</p> <p>Map of Sheffield and England/UK on flipchart</p>
6. We are learning to talk about the different jobs our mums and dads do in our community	<p>Parents invited to come into school to share what they do in their job with the children.</p> <p>E.g., A&E Paediatric emergency doctor</p> <p>Vet at local animal sanctuary</p> <p>Local BBC TV news and sport presenter</p>	<p>What job do you do?</p> <p>How do you help in our community?</p>	
7. We are learning about the people who help us in our community and where to find them	<p>Recap jobs parents do</p> <p>Show children pictures of people who help us (see flipchart) – Doctor, paramedic, fire fighter, nurse etc., where can we find these people in our community? Match the person</p>	<p>What people help us and where will we find them in our community?</p>	

	to the setting – Doctor at surgery – Nurse in a hospital etc.		
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