

Year R Understanding the World/ Geography Long Term Plan

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p style="color: red;">What makes me, me?</p> Exploring local community | <p style="color: red;">What do I celebrate and why?</p> Food and Celebrations Exploring Africa in <i>Handa's Surprise</i> | <p style="color: red;">Should they change, or should they stay the same?</p> Traditional Tales Library visit | | | <p style="color: red;">What does life look like under the sea?</p> Under the Sea Reculver beach trip |

Year R Medium Term Plan – Understanding the World/ Geography

| Term 1 Geography- Ourselves: What makes me, me? Key themes: Exploring our local community. | | | |
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| National Curriculum Links: ELGs & Development Matters | Key Texts | Key Vocabulary | Pupil Offer |
| <p>0-3: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3&4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Rec: Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p> <p>ELG: 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>In The Town Bear Goes to Town Map work big book <i>Martha Maps it Out</i></p> | <p>Holidays, world, different types of transport, countries (naming ones relevant to class and stories), relevant family members. Senacre, community, walk, roads, pedestrian, crossings, paths, journey, directions, map, shops, church, library, food shops/ takeaways, newsagent, town, Maidstone, England, country, county.</p> | <p>Through looking at pupils photographs and exploring memories, we will discuss if anyone has been on holidays/ have family who live in different countries. After settling into the school routines, we will be going on a walk around our local community to explore what we have in our surrounding area. We will explore the purpose of certain establishments/ buildings such as the church, library etc. Then we will use wooden construction blocks to recreate our community (Senacre Square/ Shepway Shops), and complete some simple maps.</p> |

Term 2 Geography- Food and Celebrations: What do you celebrate at home?

Key themes: Different countries in the world, Africa through Handa's Surprise

| National Curriculum Links: ELGs & Development Matters | Key Texts | Key Vocabulary | Pupil Offer |
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| <p>3&4: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Rec: Draw 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 from the one in which they live.</p> <p>ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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> | <p>Handa's Surprise Handa's Hen On My Papa's Shoulders Mama Miti</p> | <p>Fruits (naming the fruits in Handa's Surprise), country, continent, world, Africa (naming relevant countries in Africa, including Kenya and South Africa), village, thatched houses, buildings, apartments.</p> | <p>As a part of exploring food, we explore the key text Handa's Surprise, and the continent Africa. We use the text to compare how England is different to Africa, but also explore the different housing in Africa, such as city life in South Africa.</p> |

Term 3 Geography- Traditional Tales: Should they change, or should they stay the same?

Key themes: Library visit

| National Curriculum Links: ELGs & Development Matters | Key Texts | Key Vocabulary | Pupil Offer |
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| <p>Rec: Draw information from a simple map. Understand that some places are special to members of their community.</p> <p>ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> | | <p>Library, librarian, local, public, community, walk, roads, paths, pedestrian, journey, directions, map.</p> | <p>Throughout the term the pupils would have been creating artwork that will be displayed in the local library. We will walk to the library, exploring our local community and then discuss the purpose of libraries/ librarians in communities.</p> |

Term 6 Geography- Under the Sea: What does life look like under the sea?

Key themes: Exploring natural phenomena on a beach setting.

| National Curriculum Links: ELGs & Development Matters | Key Texts | Key Vocabulary | Pupil Offer |
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| <p>0-3: Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Rec: Draw information from a simple map. Recognise some environments that are different from the one in which they live.</p> <p>ELG: 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.- 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>Sally and the Limpet (setting looks very similar to Reculver Bay)</p> | <p>Seaside, beach, coast, sea, ocean, cliffs, sand, stones, shells, coach/ car, roads, towers, decay, old.</p> | <p>To finish off our enquiry of under the sea, we will be visiting a local seaside (Reculver). At the beach we will explore natural phenomena, such as pebbles, stones, shells by completing observational drawings. We will discuss the location of the beach, and how close Reculver (and other Kentish coasts) are to Senacre Wood.</p> |

Senacre Wood
Primary School

