


Reception Geography Long Term Plan

	All About Me	Under the Sea/Arctic	Space (Bombo)	Animals, minibeasts and journeys	Traditional Tales (Houses, plants and growing)	Transport/People who help us
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	Model and encourage children to use vocabulary such as: Me, you, mum, dad, brother, sister, grandma, grandad, classroom, school, outside, inside, belong	Model and encourage children to use vocabulary such as: Sea, ocean, arctic, fish, sharks, crab, starfish, fishing, litter, care, planet	Model and encourage children to use vocabulary such as: Space, earth, planets, sun, stars, Uganda, similarity, difference, hot, cold	Model and encourage children to use vocabulary such as: Animals, desert, grass, habitat, rainforest, hot, cold, hibernate, seasons, minibeasts, lifecycles, frog, tadpole	Model and encourage children to use vocabulary such as: House, straw, brick, sticks, grow, sun, light, warm, food, vegetables, fruit, tall, short	Model and encourage children to use vocabulary such as: Car, lorry, boat, ship, travel, transport, vehicle, help, teacher, emergency, police, firefighter, vet, doctor
Previous Knowledge	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Nursery) Understand the key features of the life cycle of a plant and an animal. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) 	<ul style="list-style-type: none"> Understand the key features of the life cycle of a plant and an animal. (Nursery) Begin to understand the need to respect and care for the natural environment and all living things. (Nursery) 	<ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. (Birth to three) 	<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. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (Nursery) Explore collections of materials with similar and/or different properties. (Nursery) Talk about the differences between materials and changes they notice. (Nursery) 	<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. Begin to understand the need to respect and care for the natural environment and all living things.
Future Learning	<ul style="list-style-type: none"> Our local area – Year 1 Our local area – Year 2 Local area – Bramhope – Year 3 	<ul style="list-style-type: none"> Polar regions – Year 1 Where are we in the world? Year 1, 2 Climate change – Year 1-6 	<ul style="list-style-type: none"> Where are we in the world? Year 1, 2 Bombo, Uganda – Year 2, Year 4 and weaved throughout 	<ul style="list-style-type: none"> Polar regions – Year 1 Our local area – Year 1-3 Biomes – Year 4 	<ul style="list-style-type: none"> Our local area – Year 1 Our Local area – Year 2 Local area – Bramhope – Year 3 	<ul style="list-style-type: none"> Our local area – Year 1 Our Local area – Year 2 Local area – Bramhope – Year 3 Where are we in the world? Year 1, 2
Key Objectives	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Recognise where they belong in the classroom, building and school. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Look at buildings and materials Draw information from a simple map. 	<ul style="list-style-type: none"> Draw information from a simple map.
ELG links	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	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;	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	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
Geographical skills	Observing the natural world around them: Noticing senses, seasons and the world around them		Observational drawings of the natural world around them: Noticing seasonal changes from autumn to winter to spring. Drawing their observations.		Mapping: Follow that Map! Basic mapping bedroom, classroom, outdoors	

What does this look like at Bramhope?	What could be provided. Suggested provision areas	Opportunities to get to know their immediate environment:	Opportunities to learn about the life under the sea and the arctic:	Opportunities to learn about the world, space and Uganda	Opportunities to explore the animals in the surrounding natural environment	Opportunities to explore different types of buildings, plants and growth.	Opportunities to explore different types of transport and people in our community:
		<ul style="list-style-type: none"> Talking about themselves, friends, family and community using photographs 	<ul style="list-style-type: none"> Sharing books about animals in the oceans e.g. Big Book of the Blue Looking at pictures of sea life Looking at a world map – which is the water and which is the land 	<ul style="list-style-type: none"> Observing that the Sun appears to move across the sky Map of the world – where are we? Where is Uganda? 	<ul style="list-style-type: none"> Finding minibeasts in the school grounds Taking photographs of the minibeasts they find in the school grounds Observing seasonal changes 	<ul style="list-style-type: none"> Using their senses to explore natural materials in the environment, such as stones, twigs, leaves, feathers, seeds, flowers etc. 	<ul style="list-style-type: none"> Learning through books to do with transport and people who help us Mystery visitor – traffic cones and pollution

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		<ul style="list-style-type: none">• Sharing books about belonging, starting school, similarities and difference e.g. Elmer.• Introducing different areas of the indoor and outdoor provision• Walks around the school• Discovering the wildlife garden• Mystery visitors from our local area e.g. parents, teachers, head teacher, grandparents, caretaker	<ul style="list-style-type: none">• Watching videos of animals in different habitats• UTW table – ice with animals in, pictures, key vocabulary• Small world animals – sea life• Pretending to be animals• Naming and describing animals they see in books, pictures, videos or while on a trip• Describing different habitats• Looking for dew, ice, icicles and frost in the playground	<ul style="list-style-type: none">• Sharing books and video clips about the Earth, Sun, Moon, planets and stars• Visit from Virginia about Uganda• Video from Bombo reception class• UTW table – key vocabulary, pictures, maps	<ul style="list-style-type: none">• Drawing observations• Creating a map to show where they found each minibeast/plant/tree• Sharing books about animals• Playing with small world minibeasts and animals• Building minibeast homes• Looking at pictures of animals in different habitats• Watching videos of animals in different habitats• Playing games involving matching animals to their habitats	<ul style="list-style-type: none">• Making pictures using natural materials they have gathered from the environment• Taking photographs of the plants they find in the school grounds• Observing closely and drawing the plants in the school grounds• Looking at aerial views to count the number of trees in the school grounds• Using a map of the school grounds, with pictures of where specific plants can be found, to find those plants• Creating a map to show how to find their favourite plants in the school grounds	<ul style="list-style-type: none">• Discussions about the importance of walking to school to help our environment• Mystery visitors from people who help us• UTW table – key vocab, pictures, local map, small world tansport• Mapping our classroom/wildlife garden• Small world area – transport• Seasonal changes – walks in the wildlife garden to observe
	Cross Curricular links/Texts	Elmer Colour Monster goes to school What I Like About Me by Alia Zobel-Nolan	Big Book of the Blue Lost and Found by Oliver Jeffers Poles Apart by Jeanne Willis Usborne Beginners Bears by Helen Helbrough	Little Kids First Big Book of Space Whatever Next! by Jill Murphy Astro Girl by Ken Wilson-Max Look Up! by Nathan Bryon	Little Kids First Big Book of Animals Tadpoles Promise Mad About Minibeasts by David Wojtowycz & Giles Andreae Ben Plants a Butterfly Garden by Kate Petty Insects: A Close-up Look by Peter Seymour We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury	Traditional Tales Supertato Jack and the Beanstalk The Giant Turnip Jim and the Beanstalk by Raymond Briggs Titch by Pat Hutchins Oliver’s Vegetables by Alison Bartlett & Vivian French We Planted a Pumpkin by Rob Ramsden	Duck in a truck Emergency! Cool cars/Dazzling Diggers series Hundred Decker Bus

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