


Reception Geography Long Term Plan

	All About Me	Under the Sea/Arctic	Transport/People who help us	Space (Bombo)	Animals and minibeasts	Traditional Tales (Houses, plants and growing)
	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, fishing, litter, care, planet, environment, plastic	Model and encourage children to use vocabulary such as: Car, lorry, boat, ship, travel, transport, vehicle, help, teacher, emergency, police, firefighter, vet, doctor	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, home, village, city, town, countryside, straw, brick, sticks, grow, food, vegetables, fruit
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"> 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"> 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)
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"> Our local area – Year 1 Our Local area – Year 2 Local area – Bramhope – Year 3 Where are we in the world? Year 1, 2 	<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
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 e.g. under water and coastal environments Recognise land and water on a map 	<ul style="list-style-type: none"> Draw information from a simple map. Understand the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live i.e. the differences between Bombo and Bramhope. 	<ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different to the one in which they live. Recognising the importance of caring for our environment 	<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. Begin to understand the difference between countryside, village, town and city.
Geography focus weeks	WK5: Where do you belong? <i>Additional links:</i> WK3: How would you describe your family? WK7: What is harvest?	WK1: What is under the sea? WK3: What is a polar region? WK4: Why do things melt and freeze? WK5: Why should we care for our environment? WK6: Which places are special and why? <i>Additional links: which places are special and why?</i>	WK1: How do we travel to different places? WK3: Are all areas of land the same? WK5: How do people in our community help us? <i>Additional links: How was transport different or the same in the past?</i>	WK1: How is Bombo similar or different to Bramhope? <i>Additional links:</i> How does light and dark affect our world? What does fairness mean?	WK3: What is a habitat? WK4: How do we care for our environment? WK6: Why do we need a map?	<i>Additional links:</i> What does a plant need to grow? What is the best material to build a house? How were homes different in the past? Maths –draw a map using positional language Literacy – describe your map using full sentences.

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Knowledge sentences	WK5: I know that I belong to Bramhope school. <i>WK3: I know that a family is a group of people who live together.</i> <i>I know that some family members live in a different home.</i> <i>I know that all families are different.</i> <i>WK5: I know that harvest is celebrated in autumn.</i> <i>I know that harvest is the process of gathering a ripe crop from the fields.</i>	WK1: I know that the world is made of land and sea. WK3: I know there are different habitats. I know that the Arctic and Antarctic are cold, icy and snowy. WK4: I know that in winter, there can be snow and ice. I know that when it is cold weather, we need to warm clothes. WK5: I know that recycling can help the environment. WK6: I know that some places are special to me.	Wk1: I know travel means moving from one place to another. I know a vehicle is a mode of transport. I know vehicles can travel on roads, on water or in the air. WK3: I know I live in the United Kingdom. I know there are villages, towns and cities. I know Bramhope is a village. I know the countryside is the land outside of towns and cities. WK5: I know that people do different jobs I know some of the people who help us in the community are: police officers, fire fighters, paramedics, doctors, nurses, dentists,	WK1: I know that Bombo is a town in Uganda. I know that Uganda is in Africa. I know that places in the world are different to Bramhope. <i>WK4: I know it is light in the day and dark at night.</i> <i>WK5: I know that not all people have the same things as me.</i>	WK3: I know a habitat is a place an animal makes its home. I know a desert is a hot, sandy habitat. I know a grassland is a habitat covered in grass. WK4: I know the environment is the space around me. I know that we need to care about our environment to help plants, animals and humans. WK6: I know that maps are used to show us where to go. I know that maps show what is around us.	<i>Wk2: I know that plants grow more in spring and summer.</i> <i>WK5: I know that all homes are different.</i>
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;	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;# - Talk about the lives of the people around them and their roles in society;	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	- 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.	- 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.
Geographical skills	Observing the natural world around them: Noticing senses, seasons and the world around them Learning where they belong and getting to know their classroom, KS1 building and school grounds.		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: <ul style="list-style-type: none">Talking about themselves, friends, family and community using photographsSharing books about belonging, starting school, similarities and difference e.g. Elmer.Introducing different areas of the indoor and outdoor provisionWalks around the schoolDiscovering the wildlife gardenMystery visitors from our local area e.g. parents, teachers, head teacher, grandparents, caretaker	Opportunities to learn about the life under the sea and the arctic: <ul style="list-style-type: none">Sharing books about animals in the oceans e.g. Big Book of the BlueLooking at pictures of sea lifeLooking at a world map – which is the water and which is the landWatching videos of animals in different environmentsUTW table – ice with animals in, pictures, key vocabularySmall world animals – sea lifePretending to be animalsNaming and describing animals they see in books, pictures, videos or while on a tripDescribing different habitatsLooking for dew, ice, icicles and frost in the playground	<ul style="list-style-type: none">Opportunities to explore different types of transport and people in our community: Learning through books to do with transport and people who help usMystery visitor – traffic cones and pollutionDiscussions about the importance of walking to school to help our environmentMystery visitors from people who help usUTW table – key vocab, pictures, local map, small world transportMapping our classroom/wildlife gardenSmall world area – transportSeasonal changes – walks in the wildlife garden to observe	Opportunities to learn about the world, space and Uganda <ul style="list-style-type: none">Map of the world – where are we? Where is Uganda?Sharing books and video clips about the Earth, Sun, Moon, planets and starsVisit from Virginia about UgandaVideo from Bombo reception classUTW table – key vocabulary, pictures, mapsSmall world area – spaceSmall world area- blocks of Bramhope and Bombo on to compare	Opportunities to explore the animals in the surrounding natural environment <ul style="list-style-type: none">Walking around the school groundsLitter picking and discussing caring for our environmentMapping our litter pickObserving seasonal changesDrawing observationsCreating a map to show where they found each minibeast/plant/treeSharing books about animalsPlaying with small world minibeasts and animalsLooking at pictures of animals from around the worldDiscussing difference in animal environmentsPlaying games involving matching animals to their different environments	Opportunities to explore different types of buildings, plants and growth. <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.Looking at differences in villages, towns, city and countryside using photographsMapping our classroom and school grounds.Looking at aerial views to count the number of trees in the school groundsUsing a map of the school grounds, with pictures of where specific plants can be found, to find those plantsCreating a map to show how to find their favourite plants in the school grounds
	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	Duck in a truck Emergency! Cool cars/Dazzling Diggers series Hundred Decker Bus	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 Town mouse, country mouse 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

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