

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Amazing Mel	Helpful Hands	Food, Glorious Food	Down on the farm	A Royal Affair	Land or sea?- Take an Adventure with me!
Links to National Curriculum- Geography	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Development Matters Statements	<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p>					
ELG- People, culture and communities Children will be given opportunities to: -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 Model the vocabulary needed to name specific features of the world, both natural and made by people. Share texts that offer insight into contrasting environments.	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate- navigate the classroom/outdoor area (mini hunts)</p> <p>Know that our school is in Scarborough (and many of us live in Scarborough). Find Scarborough on a map *Maps from stories</p>	<p>Look at our school on a map, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features</p> <p>Know the name of the road that our school is situated on - Holbeck Road (Filey Road to the rear)</p> <p>Draw simple school maps</p>	<p>What might schools look like in other countries around the world. If children have joined us from other countries, bring in their knowledge/ experiences</p> <p>Use Handa's surprise to help explore a different country (along with other stories through the year)</p>	<p>Draw information from a simple map- finding animals on a farm map/ creating our own farm maps (small and large scale)</p> <p>What might farming look like in other countries?</p>	<p>Do all countries have a Royal family? If so what might they look like? If not, what do they have instead?</p> <p>How we care for the natural world around us?- look for litter/other examples of what happens if we don't look after our environment (link to Shuttleworth gardens trip)</p>	<p>Contrasting environments locally/nationally</p> <p>Draw information from simple maps link to adventure/ treasure finding)</p> <p>Look at beaches around the world. What do we notice (similarities/ differences) Where have we visited, what did we see (locate on a map) Where would we like to visit and why?</p> <p style="text-align: right;">→</p>