

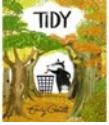


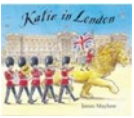





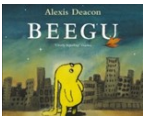
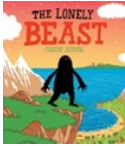





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	<div></div> <p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p>	<div></div> <p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p>	<div></div> <p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train, Guess How Much I Love You</p>	<div></div> <p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Sping, The Teeny Weeny Tad-pole, The story of Easter.</p>	<div></div> <p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p>	<div></div> <p>Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
Content	<p>Discussion about belonging and being part of a nursery community.</p> <p>Name features of our school environment.</p> <p>Caring for our classroom (school environment) linked to settling in and following nursery routines. E.g. looking after our classroom and outdoor area.</p> <p>Children to identify the weather in Autumn</p>		<p>Children to identify the weather in Winter</p> <p>Children to identify places they have travelled to on which type of transport through adult focused activities and role play.</p> <p>Children to name their local area.</p> <p>Begin to use maps and globes as part of role play/discussion of where they have travelled to and how.</p> <p>Begin to draw simple maps and begin to use positional language to direct the transport to where they want it to go in the nursery outdoor area.</p>	<p>Children to identify the weather in Spring.</p>	<p>Children to take part in fieldwork activities by going on a walk around the local area.</p> <p>Children to identify some human features of their local area - eg house, shop, school.</p> <p>Begin to draw simple maps of the local area.</p> <p>Children to explore and compare countries England and India. E.g. weather, food, clothes etc.</p> <p>Begin to use maps and globes to find England and India.</p>	<p>Children to begin to identify physical features of the seaside - beach, sea.</p> <p>Children to identify the weather in Summer.</p>
Skill	<p>Begin to talk about physical features of their immediate environment. (grass, hill, soil, etc.)</p> <p>Begins to talk about human features of their immediate environment. (houses, school)</p> <p>To begin to understand that there are different types of weather.</p>		<p>Explore and become familiar with age appropriate maps, atlases and globes.</p> <p>Discuss routes and locations using the positional vocabulary 'in, on, next to, behind and in front of'.</p> <p>Have experience of drawing simple maps with support.</p> <p>Enjoys playing with small-world models such as a train track.</p> <p>Begin to understand that we are part of a community and to be aware of the name of our local area.</p> <p>To begin to understand that there are different countries in the world through play and stories.</p>		<p>Recap on identifying human features of their immediate environment. (houses, school)</p> <p>Begin to explore hot and cold areas of the world through stories.</p> <p>Recap on exploring and becoming familiar with age appropriate maps, atlases and globes.</p> <p>Recap on drawing simple maps with support.</p> <p>Begin to notice to some similarities and differences in their immediate environment and a contrasting environment.</p> <p>Recap on understanding that we are part of a community and the name of our local area.</p> <p>Recap on understanding that there are different countries in the world through play , stories and photos.</p>	<p>Recap on identifying physical features of their immediate environment. (grass, hill, soil, etc.)</p> <p>Make observations about aspects of their familiar world such as the place where they live or the natural world.</p>
Knowledge	<p>Human features of the immediate environment include the school, the playground, streets and houses.</p> <p>Common physical features include fields, rivers and hills.</p> <p>Types of weather include sun, rain, wind, snow.</p>		<p>A map is a picture or drawing of an area of land.</p> <p>Positional language is used to describe where things are in relation to one another— in, on, next to, behind and in front of</p> <p>The world has lots of different places</p>		<p>Human features of the immediate environment include the school, the playground, streets and houses.</p> <p>Places can have different climates, weather and food.</p> <p>A map is a picture or drawing of an area of land.</p> <p>Fieldwork includes going on walks and visits to collect information about the environment.</p> <p>The world has lots of different places</p>	<p>Common physical features include fields, rivers and hills.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Do you want to be Friends? (5 weeks & 2 days)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (6 weeks & 4 days)	Why do Zebras have stripes? (7 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (6 weeks)
	<p>The Colour Monster (2 weeks) By Anna Llenas</p>  <p>Elmer (1 week)</p>  <p>Little Red Hen (1 week)</p> 	<p>Binny’s Divali (1 week)</p>  <p>Remember Remember The Fifth of November (1 week)</p>  <p>How to Catch a Star (1 week)</p>  <p>Whatever Next (1 week)</p>  <p>Owl Babies (2 weeks)</p>  <p>Mog’s Christmas (1 week)</p> 	<p>The Little Red Hen by Ladybird books (2 weeks)</p>  <p>The Three Little Pigs by Nicola Lawrence (3 weeks)</p>  <p>People who help us series of non-fiction books (police, fire- fighters, ambulance crew, doctors)</p> <p>(1 weeks & 4 days)</p>	<p>Handa’s Surprise by Eileen Browne (2 weeks)</p>  <p>The Tiger who came to Tea by Judith Kerr (2 weeks)</p>  <p>Maybe by Chris Haughton (2 weeks)</p> 	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks)</p>  <p>Jack and the Beanstalk by Mara Alperin (3 weeks)</p> 	<p>A Squash and a Squeeze by Julia Donalson (2 weeks)</p>  <p>The Cow that laid an Egg by Andy Cutbill (2 weeks)</p>  <p>Farmyard Hullabaloo by Giles Andreae (2 weeks)</p> 
Content	Exploring signs of Autumn and the changes it has on the environment.	Exploring signs of Winter and the changes it has on the environment.	Making models of human features of the local area.	Exploring signs of Spring and the changes it has on the environment.	Create a map of the local park/garden visited.	Exploring signs of Summer and the changes it has on the environment.
			Go on a walk /research the local area linked to people who help us. E.g. vets, doc- tors, school.	Explore and compare countries England and Africa. E.g. weather, food, clothes etc.	Look at physical features in the environment, plants, trees etc.	Drawing a simple map of the farm.
			Use beebots to plan a simple route and give directions.	Become more confident using maps and globes to find England and Africa.		Give simple directions to get to different animals around the farm.
Skill	Revisit identifying daily weath- er and begin to identify sea- sonal weather.	Recap identifying daily weath- er and continue to identify seasonal weather.	Revisit naming local area and begin to be aware of the name of the country we live in.	Recap identifying daily weather and identify seasonal weather.	Can talk about physical fea- tures of their immediate envi- ronment. (grass, hill, soil, etc.)	Recap identifying daily weather and identify seasonal weather.
		Understand the effect of chang- ing seasons on the natural world around them	Name and talk about human features in the local envi- ronment, including shops, houses, streets and parks.	Revisit understanding that there are different countries in the world through play and stories and to begin to name some of them.	Recap on commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world.	Recap describing a familiar route.
			Take photographs, draw simple picture maps and collect sim- ple data during fieldwork activi- ties.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.		Recap describing routes and locations using words ‘in, on, next to, behind, in front of, in between, above, below and underneath’.
			Describe a familiar route.	Draw some simple information from age appropriate maps, atlases and globes.		Revisit drawing a simple maps.
			Discuss routes and locations using words in front of, next to, behind, up, down, on top, un- derneath.	Recap naming local area and the name of the country we live in.		
			Begin to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Recognise some similarities and differences between life in this country and life in oth- er countries		
				Recognise some environments that are different from the one in which they live.		
Knowledge	Types of weather include sun, rain, wind, snow, fog, hail There are four seasons in the UK.		Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.	Places can have different cli- mates, weather, food, religions, culture, wildlife, transport and amenities.	Large physical features include rivers, mountains, oceans and the coastline.	A map is a picture or drawing of an area of land or sea.
			Fieldwork includes going on walks and visits to collect infor- mation about the environ- ment.	Globes and maps can show us the location of different places around the world	Maps and photographs can be used to show key features of the local environment	Positional language is used to describe where things are in relation to one another. Posi- tional language includes in, on, next to, behind, in front of, in between, above, below and underneath

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<div>The Colour Monster by Anna Llenas</div> <div>The Leaf Thief by Alice Hemming (3 weeks)</div> <div>Superworm by Julia Donaldson (3 weeks)</div>	<div>Tidy by Emily Gravett (4 weeks)</div> <div>Three Billy Goats Gruff Little Witch Hazel (3 weeks)</div>	<div>Rapunzel by Bethan Woollvin (4 weeks)</div> <div>Where is the dragon? (3 weeks)</div>	<div>Katie in London (3 weeks)</div> <div>Paddington at the Palace by Michael Bond (3 weeks)</div>	<div>Grandad's Island (5 weeks)</div>	<div>The Lion Inside (7 weeks)</div>
Content	<p>Look at seasons and months of the year.</p> <p>Identify key landmarks within Walsall.</p> <p>Understanding Walsall is part of the UK.</p> <p>Human and physical geography of Walsall.</p>	<p>Looking at simple maps with keys and symbols.</p> <p>Using world map, atlases and globes to identify United Kingdom and the 4 countries and cities.</p>	<p>Exploring structures from around the world and use maps to locate the countries they are in on a world map.</p>	<p>Characteristics of the 4 countries within the UK and the surrounding seas.</p> <p>Maps focusing on the city of London to find key landmarks.</p> <p>Using world map, atlases and globes to identify United Kingdom and the 4 countries and cities.</p>	<p>Find out about Brazil. What is the weather like in Brazil? Compare to the UK. Recap what it is like during seasons and months of the year.</p> <p>Human and physical features of Rio compared to Walsall.</p> <p>Using maps to name and locate 7 continents and 5 oceans in the world and locating those hot and cold areas to the Equator and North and South Poles</p>	<p>Locate the world's seven continents on a world map and identify some countries and continents that are home to different species of big cat.</p> <p>Looking at climate and vegetation by focusing on hot and cold areas with links to the Equator and North and South Poles.</p> <p>Comparing African savannah to African city (human and physical features) through aerial photographs.</p>
Skills	<p>Identify patterns in daily and seasonal weather in UK.</p> <p>Use basic geographical vocabulary to identify and describe human features, such as houses, shops, farm, town. Name and describe the purpose of human features and landmarks.</p> <p>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation</p> <p>Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Carry out fieldwork tasks to identify features of the school grounds.</p>	<p>Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Plan and draw a simple map. Become familiar with basic symbols.</p> <p>Use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries and continents.</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.</p>	<p>Recap on identifying features and landmarks on an aerial photograph or plan perspective.</p>	<p>Recap using age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries and continents.</p> <p>Recap on identify features and landmarks on an aerial photograph or plan perspective.</p> <p>Recap naming and locating the four countries of the UK and their capital cities on a map, atlas or globe.</p> <p>Begin to ask and answer simple geographical questions through observation.</p>	<p>Observe and describe some human and physical similarities and differences between two places.</p> <p>Recap naming and locate the world's seven continents and five oceans on a world map.</p>	<p>Locate hot and cold areas of the world in relation to the equator.</p> <p>Observe and describe some human and physical similarities and differences between two places.</p> <p>Recap using age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries and continents.</p>
Knowledge	<p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet.</p> <p>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.</p> <p>Physical features are naturally-created features of the Earth.</p>	<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p>	<p>An aerial photograph or plan perspective shows an area of land from above.</p> <p>Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.</p>	<p>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</p>	<p>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.</p> <p>Places can be compared by size, amenities, transport, location, weather and climate.</p>	<p>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.</p> <p>Places can be compared by size, amenities, transport, location, weather and climate.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonley Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content	Use basic geographical vocabulary to refer to key physical and human features of the setting in the text.	Make maps and plans of a walk around a local garden, recalling and sequencing what was seen. Include a key, identifying geographical features, such as the school, shops, post office, road, park and woodland Find out about plants and flowers in a contrasting non-European location such as rainforests in Brazil. Compare climate and look at maps in relation to the equator.	Children to recap on naming and locating countries in the UK and their capital cities. Children to locate on a world map the country and continent of animals at risk of extinction.	Children to give their friends directions of their route during a minibeast hunt.	Describe and compare the human and physical similarities and differences between an area of the UK and China linked to the story of the magic paintbrush. Compare weather patterns between the UK and China.	Carry out and field work activities such as asking and answering questions about the area, collecting data and taking photos during visit to Rhyl. Identify and describe the physical features of the coastline. Look at aerial photographs of Rhyl and compare them to aerial photos of our local area. What are the similarities/ differences?
Skills	<p>Revisit using basic geographical vocabulary to identify and describe human features, such as houses, shops, farm, town, office, village, port, harbour. Use geographical vocabulary to describe how and why people use a range of human features</p> <p>Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p>Draw or read a range of simple maps that use symbols and a key.</p> <p>Use simple compass directions to describe the location of features or a route on a map.</p> <p>Describe and compare simple weather patterns of hot and cold areas of the world.</p> <p>Locate the equator and the North and South Poles on a world map or globe.</p> <p>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	<p>Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom</p> <p>Use age-appropriate world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans.</p>	<p>Recap using simple compass directions to describe the location of features or a route on a map.</p>	<p>Recap locating the equator and the North and South Poles on a world map or globe.</p> <p>Recap describing and comparing simple weather patterns of hot and cold areas of the world.</p> <p>Recap describing and comparing the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	<p>Study aerial photographs to describe the features and characteristics of an area of land.</p> <p>Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p>Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).</p> <p>Recap describing the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>
Knowledge	<p>Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.</p> <p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p>	<p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p> <p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p> <p>A weather pattern is a type of weather that is repeated.</p> <p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p>	<p>An ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.</p> <p>A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</p>	<p>The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p>	<p>The equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.</p> <p>A non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p>A weather pattern is a type of weather that is repeated.</p>	<p>An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).</p> <p>Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p>A physical feature is one that forms naturally, and can change over time due to weather and other forces.</p>