

Reception							
Rationale							
<p>Children will continue to have opportunities to talk about members of his/her immediate family and community. Children will be taught how to draw information from simple maps, be able to describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. From this the children will learn how to recognise similarities and differences between life in this country and life in other countries.</p> <p>The children will explore the natural world around them and describe what they see, hear and feel, including the effects of the changing seasons. They will learn to recognise environments which are similar/different to the one in which they live, drawing on their experiences and what has been read in class through weekly topics and spine books.</p>							
Learning							
<p>Prior Knowledge In Nursery, pupils are taught How they are part of a family which may be culturally different to families of their nursery peers</p> <p>That we are all different and we are kind to everyone</p> <p>We can come from different countries (demonstrated through our peers and spine books) and enjoy different foods, languages, clothing, weather types and games</p> <p>That the nursery setting is only one small part of our school</p>		<p>In Reception, pupils are taught About their new environment (indoor and outdoor) through learning walks, environments that are different to our local area</p> <p>Making simple maps and using maps to explore where Santa travels too</p> <p>What makes a family and how different communities exist</p> <p>Where do we live in the world, followed by houses around the world</p> <p>Seasonal changes</p> <p>During castles topic, exploring where castles are situated, drawing maps and plans of castles</p>			<p>In Year 1 pupils will learn What the major human and physical features of the school grounds and Ingleby Barwick are and how they interact</p> <p>How humans can interact with the land around them to change it</p> <p>That different areas can have different features, some of which are similar, some which are different</p> <p>How certain areas may experience different types of weather due to their position and features</p>		
Key Vocabulary							
Map, road, path, street, river, stream, town, village, countryside, celebration... direction, tradition, house, park, post office, shops, land, ocean, sea, globe, atlas, England, countries, Europe, world, jobs/careers (ongoing)							
Skills gained							
Place	Space	Scale	Environment	Interconnections	Environmental impact and sustainability	Cultural awareness and diversity	Vocabulary and communication

<p>Confidently move around the setting (indoor/ outdoor) and explore how the setting is different to nursery, their home and places outside of the local area</p> <p>Go on learning walks through the school building and outdoor area</p> <p>Know why castles are built in certain locations</p> <p>Spine books to compare what places look like compared to our home and community</p>	<p>Identify what each area is in the outdoor learning area and then the whole school</p> <p>Identify land use outside the reception boundary and what it is used for</p> <p>How land use is different locations depending on where we live, work or visit</p>	<p>Can see how they are in one small area of the school by observing the size of the playground and field from the reception setting</p> <p>Know how their setting is placed in relation to the whole school</p> <p>Taking walks through the school building to see its size</p>	<p>First-hand observation to investigate grounds and use of land</p> <p>Identify how houses around the world differ depending on their location</p> <p>Know how our seasons change the landscape</p>	<p>First-hand observation to investigate reception outdoor learning area before comparing size and features to rest of the school</p>	<p>Identify how buildings are different depending on their location and understand how environmental differences can affect these</p> <p>Know that certain areas need specific care and attention</p>	<p>Celebrating Diwali, Chinese New Year, Eid</p> <p>Identify some of the cultural aspects of these above celebrations</p>	<p>Model language used by adults in the reception setting</p> <p>Begin to identify some geographical features of school, castles, seasonal changes and mapwork</p>
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