

Year Foundation Stage One	Understanding The World / Geography	Summer Term
<p>As Geographers we will focus this term's theme and learning about our local area and where we live. We will have opportunities to explore and visit local amenities such as shops, the local library etc... We will meet and talk to people in our local area and compare and contrast various parts of Longhill estate such as the local park / fields with other areas that are surrounded by roads, houses etc... We will discuss how our local area may be different to other places around the world and begin to become familiar with other countries. During the second half term we will visit the beach / visit rural areas such as a park or forest to compare these places to where we live / Longhill Estate.</p>		
<p><u>Development Matters content:</u></p>		
<p><u>Understanding The World</u></p>		
<p><u>Birth – 3 Years</u></p>		
<ul style="list-style-type: none"> • Notice differences between people. • Make connections between the features of their family and other families • Explore and respond to different natural phenomena in their setting and on trips 		
<p><u>3-4 Years</u></p>		
<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 		
<p><u>Broader curriculum in preparation for Foundation Two</u></p>		
<p>During F1 we will be preparing to get ready for starting Reception/F2 and in doing so we will be:</p>		
<ul style="list-style-type: none"> • Starting to recognise some similarities and differences between life in this country and life in other countries. • Beginning to explore the natural world around them. • Trying to describe what they see, hear and feel whilst outside. • Starting to recognise some environments that are different to the one in which they live. 		

Geographic Vocabulary

city	town	village	forest	beach	compare	different	estate	
country	similar	environment	community	local area	library	amenities		
seaside	map	journey	route	signs	rural	urban	built up	countyside

Summer 1 – Our Local Community – Minibeasts / Where do we live?

Our Local Area / Habitats Discussion

Focussed Text: - 'The Very Hungry Caterpillar'

Objectives:

UTW

Birth-3yrs

- Make connections between the features of their family and other families
- Explore and respond to different natural phenomena in their setting and on trips

3-4yrs

- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people

Introduce the story to the children – 'The Very Hungry Caterpillar'
Discuss the story together. Have the children ever seen a caterpillar before? Where have they seen one? Do the children think they would see a caterpillar in school? Why? Why not? Where would we have a better chance of finding them

Discuss and talk about features of our local area and talk about where the children have been/ where they live? Does everyone live in a house? flat etc... Link back to appropriate places on Longill Estate for 'The Hungry Caterpillar' to live – The Park / Fields etc... Show and share photographs of the estate together and talk about local amenities and various features.

Local Area Walk – Trip / Minibeast Hunt

Focussed Text: 'Butterfly'

Objectives:

UTW

Birth-3yrs

- Make connections between the features of their family and other families
- Explore and respond to different natural phenomena in their setting and on trips

3-4yrs

- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people

Prepare the children for going on a local walk around the area to visit various amenities such as the local library etc... Can the children see where they live? Compare houses and homes with others and where other children may live in the area.

Explore more rural parts of the estate such as the local park, fields etc... Where do the children think they may see any minibeasts? The children can also take investigation equipment to look for various insects and discover which areas are house? more suitable for these creatures to live in.

Creating a habitat / home for a minibeast – using junk materials

Focussed Text: - 'The Teeny-Weeny Tadpole'

Objectives:

UTW

Birth-3yrs

- Explore and respond to different natural phenomena in their setting and on trips
- Begin to understand the need to respect and care for the natural environment and all living things.

3-4yrs

- Begin to understand the need to respect and care for the natural environment and all living things.

Discuss findings from our local walk and explain to the children that we are going to create a home for a minibeast using lots of materials. What will their insects home need to be like? Where would be an ideal place for the insect to live – link to the walk that we went on previously.

The children can use own junk materials and natural resources to create their won minibeast house and create a small display in the classroom.

Summer 2 – Our Local Community – The Seaside / Summer

<p align="center">The Seaside / What will we discover there?</p>	<p align="center">Comparing Where We Live / The Seaside</p>	<p align="center">Visit to The Seaside / Rural Area</p>
<p>Focussed Text: - ‘The Train Ride’</p> <p>Objectives:</p> <p>UTW</p> <p>Birth-3yrs</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips <p>3-4yrs</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Recap work done on our local area from last half term, where did we go? What did we find out / look at?</p> <p>Explain that this term we are going to be looking at the seaside.</p> <p>Do the children think the seaside will be similar to where we live or different?</p> <p>Show photographs to the children of various beaches and seaside resorts around the world / in other countries and discuss children’s own experiences of going to a beach.</p> <p>Ask the children if they know what they may find at the seaside and what it may look like?</p>	<p>Focussed Text: - ‘The Train Ride’</p> <p>UTW</p> <p>Birth-3yrs</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips <p>3-4yrs</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. <p>After introducing the text – ‘The Train Ride’ and discussing the journey to get to the seaside. Look at a range of objects related to Longhill Estate and the seaside.</p> <p>Can the children sort the objects into those that they may find where we live and those they may find at the seaside?</p> <p>e.g.</p> <p>Plastic bottles</p> <p>Road signs</p> <p>Houses</p> <p>Shells</p> <p>Bucket and spade</p> <p>Towel</p> <p>Copland’s bag etc...</p> <p>Briefly discuss looking after our natural world and taking our rubbish home when we visit the beach.</p>	<p>Focussed Text: - ‘The Tiger Who Came to Tea’</p> <p>Objectives:</p> <p>UTW</p> <p>Birth-3yrs</p> <ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips <p>3-4yrs</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Plan a visit to the beach / rural area for the children to experience how different it is from where the children live? What do they notice/ what sounds can they hear etc... Talk about how we need to look after our beaches and take any rubbish home?</p> <p>The children can have an ice cream and walk along the sea front.</p>

<p>Hide objects in a basket/ beach bag and as the children say various things e.g., shells, hat, shorts, fish, swimming costume, sand etc...show the children the related objects and pass around the group to aid discussion and provide visual prompts.</p>	<p>Provide a role play area with related resources – Create a train and seaside café for the children to explore and re-enact own experiences of going to the beach and from the related text.</p>	
---	--	--