

As Geographers, the children will be encouraged to think about what makes Longhill a special community, develop our map reading skills, learn more about the incredible creatures we share our earth with and discover how we can be responsible 'Planet Protectors'.

The children will think about what they see on their way to school, learn more about the people in our community who help us, and think of ideas to make our outdoor area more appealing to minibeasts. Armed with magnifying glasses, we will step out into the great outdoors to discover 'Who lives here?'

During the second half term, the children will learn more about life at the seaside and compare it to living in the busy city of Hull. The children will learn more about the creatures who live in our ponds, coastal areas and oceans. Through sharing stories such as 'Somebody Swallowed Stanley' the children will gain an understanding of our role and responsibility in caring for our environment and share ideas about how we can protect life on land and under sea.

Development Matters content:

Understanding The World (Reception)

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Understanding The World (ELG)

People, Culture and Communities

- 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.

The Natural World

- 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.
- Understand some important processes and changes in the natural world around them, including the seasons.

Broader curriculum in preparation for Year 1 (Year 1 objectives)

- Know that globes show a 3D map of the whole world, maps are 2d and give information about the whole Earth or parts of the Earth, and that atlases are used to find information about an area.
- Locate the UK on a map and be able to name and locate its four countries and their capital cities.
- Locate the North/South Poles and the Equator, and know that the North/South Poles are very cold and that the countries around the equator are very hot.
- Know that aerial photographs are taken from above and be able to use them to find information and locate different features.
- Use North, East, South and West to identify the location of features and cities on a map/aerial photo in relation to Hull.
- Be able to use simple features of a digital map.

Geographic Vocabulary

countries	map	atlas	globe	ocean	coastal	seaside	rural	urban	city	environment	investigate	place
town		village	forest		beach	compare			different	similar	estate	
countryside		community		local area		amenities			route	signs		

Learning Linked to Development Matters

Walk around the local area (Summer 1 Week 1 WC 25/4/2022)

Objectives:

UTW (Rec) – Draw information from a simple map. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.

People, Culture and Communities (ELG) – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Show the children a map of the world and a globe and locate England on each. Remind children that the country we live in is England. *What city do we live in?* Draw the children's attention to Hull on the map. *Which area of Hull do you live in? Where is our school?* Remind children of Longhill and show a map and photographs of amenities and features of the estate. Discuss and draw on the children's knowledge and experiences. Explain that today we are going to go for a walk around the local area. Challenge the children to find the different amenities discussed and during the walk encourage the children describe what they can see and children to take photos (using IPADs of important features).

- Children to buy items from a shopping list during walk; links to maths (money) and literacy (list writing).

CP/Additional learning opportunities

- Children to add to our local area small world, covering boxes to make houses, shops, Longhill Primary School and creating roads etc.
- Circle Time discussing the local area
- Roleplay area enhanced to create a local shop

Walk to School Week (May 17th - May 21st)

(Summer 1 Week 4 WC 16/5/2022)

Objectives:

UTW (Rec) – Draw information from a simple map. Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.

People, Culture and Communities (ELG) – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World (ELG) - 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.

Begin the week with a Circle Time/assembly introducing the special week. *How do you get to school? What are the benefits of walking to school?*

During the week (lunchtime storytime) teachers take turns to share pictures of their local area and walk to school (photos/map). **Use Google Map to show the different areas. Dorota it might be good to bring in Poland here and your hometown.** *What are the similarities and differences?*

During one lunchtime, show map of the world and identify Sierra Leone – explain about our sister school. Introduce key vocab: country, city using MTYT. Show video of journey to school in Sierra Leone. Talk partners – similarities/differences

We're Going on a Bear Hunt Walk (Trip to Little Swiss)

(Summer 1 Week 5 WC 23/5/2022)

Objectives:

UTW (Rec) – Draw information from a simple map. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.

People, Culture and Communities (ELG) – Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World (ELG) - 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. Understand some important processes and changes in the natural world around them, including the seasons.

Begin by recapping the story. Explain that today we will need to use our senses as we go on our own bear hunt. *What will we see/hear/smell/feel? What will we need to take on our adventure?* With the children pack a map, binoculars, compass etc. Show the children the map and plot our journey on the bus.

Go for a trip to Little Swiss. Explore the environment using senses. How does it compare to Longhill? Look for signs of spring/summer. *Where would the bear live? What are the similarities/differences to the story setting?*

Trip to the seaside (SHINE project) Summer 2 Week 4

Objectives:

UTW (Rec) Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.

People, Culture and Communities (ELG) – 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.

The Natural World (ELG) - 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.

Before going to the beach have a special Circle Time to look at photos of the beach and compare them to the photos taken during our trip to Little Swiss and also photos of Longhill estate. Draw out similarities and differences. Introduce key vocab: coast, beach, seaside, rural using MTYT.

Explain that today we will need to use our senses as we go on a trip to the seaside. *What will we see/hear/smell/feel? What will we need to take on our adventure?* With the children pack water, sunscreen, hat, towel, bucket and spade, map etc. Show

	<p>with where we live (streets, houses, traffic).</p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Create an area with photos of what teachers/children have seen on their journey to school. - Maps/atlasses showing routes taken. - Circle Times focusing on our journeys to school/transport. - Encourage parents to post photos on Twitter of the walk to school. - Children to collect natural resources/number hunt/word hunt on the way to school (send ideas to parents the week before) - Suitcase with artefacts from Sierra Leone (money, outfit, photos) for the children to explore. 	<p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Following the trip, have a Circle Time to look back at photos and compare/contrast with Longhill. - Add images to CP. - Create rubbings/pictures using natural resources. 	<p>the children the map and plot our journey on the bus.</p> <p>Go for a trip to the coast; have a walk, ice-cream. Explore the environment using senses. How does it compare to Longhill? Look for signs of spring/summer. <i>What are the similarities/differences to Longhill?</i></p> <p>Remind the children about taking care of the environment and taking rubbish home, protecting self from the sun etc.</p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Set up seaside area in the classroom - Ice-cream making
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Learning Linked to Broader Curriculum (preparation for Year 1)

Different Bears and Where they Live
Summer 1 Week 2 or 3

Objectives:

UTW (Rec) – Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.

People, Culture and Communities (ELG) - 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.

The Natural World (ELG)

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.

Preparation for Year 1 – Be introduced to globes as a 3D map of the whole world, maps are 2d and give information about the whole Earth or parts of the Earth. Be introduced to where the UK and England is on a map and know the capital city is London. Be introduced to North/South Poles and that the North/South Poles are very cold and that the countries around the equator are very hot.

Show the children the globe and world map. Talk partners, *which country do we live in? Which city do we live in? Where is our school?* Explain what the globe and world map are and locate UK, England, London/Hull. Next, recap the story we have

Pirates from the Past
Summer 2 (if doing pirates)

Objectives:

UTW (Rec) – Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

The Natural World (ELG) - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Preparation for Year 1 – Be introduced to globes as a 3D map of the whole world, maps are 2d and give information about the whole Earth or parts of the Earth. Be introduced to where the UK and England is on a map and know the capital city is London.

Start discussion about Pirates. *What do the children know about Pirates already? Snap to and snap back. Collect ideas. Prompts for discussion: what pirates do? Do they think pirates are real? Would you like to meet a pirate? Would you be scared? Etc.*

Healthy Eating Week – Where does our food come from?

(June 14th-June 20th)
Summer 2 Week 2

Objectives:

UTW (Rec) – Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.

People, Culture and Communities (ELG) - 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.

The Natural World (ELG) - 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.

Preparation for Year 1 – Be introduced to globes as a 3D map of the whole world, maps are 2d and give information about the whole Earth or parts of the Earth. Be introduced to where the UK and England is on a map and know the capital city is London. Be introduced to North/South Poles and that the North/South Poles are very cold and that the countries around the equator are very hot.

The Queen's Platinum Jubilee
(2nd-5th June CHECK THIS!)
Summer Week 1?!

May need to be taught as a few shorter lessons

Objectives:

UTW (Rec) - Draw information from a simple map.

People, Culture and Communities (ELG) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World (ELG) - 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.

Preparation for Year 1 – Be introduced to globes as a 3D map of the whole world, maps are 2d and give information about the whole Earth or parts of the Earth and that atlases are used to find information about an area. Be introduced to where the UK and England is on a map and know the capital city is London. Be introduced to aerial photographs and how they are taken from above and with support locate different features.

Begin of showing a variety of images of young children (teachers, children in the class, famous people, and the queen) and see if the children can identify who is who. Next, focus on the picture of the queen and show an image of her now. *Who is this?* Show a picture of the royal family and explain that we are celebrating the Queen's Platinum Jubilee. MTTT chanting key vocab.

<p>been reading. <i>What characters are in our story? Where does the bear live? Have you ever seen a real bear?</i> Explain that today we are going to learn about different types of bears and find where they live on the map. Using the PowerPoint/printed images, introduce the different bears and elicit similarities/differences. Mention how some bears who live in the wild are endangered. MTYT to teach key vocab. Ask questions such as, <i>where does the brown bear sleep? Where do polar bears live? What do panda bears like to eat? Do you think any of these bears might be scary? Which bear is your favourite?</i> Using a large map plot where the different bears are from, keying into the different temperatures, features that make them adaptable etc.</p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Children to make habitats for the different bears. - Children to label bears - Children to create their own bears choosing materials and colours for purpose. - Small world trays for children to use based on different habitats where species of bears live, e.g. a polar region and a forest area. - Provide some large sheets of paper and encourage children to draw a forest scene – including a bear cave. Programme Bee-Bot to reach the bear cave. - Create bear poster/fact cards. - Hide some small world bears or photos around an outside area. 	<p>Tell the children that today we are going to learn about some pirates who lived a long time ago.</p> <p>Look through the 'famous pirates' PowerPoint and tell the children stories (some are quite graphic!!) about each pirate.</p> <p>- William Kidd was doing his job, a privateer (protecting ships) when he was taken and forced to be a pirate! American people did not like pirates at this time. William was captured and killed because he was a pirate! William has buried some treasure in New York but he died before he could use it.</p> <p>- Blackbeard's real name: Edward Teach. He married 14 times! His favourite drink was rum and gunpowder! Blackbeard was a pirate for 2 years before he was caught and killed. His head was chopped off and put on his enemies ship!</p> <p>- Anne Bonney was best friends with another girl pirate called Mary Reed. Anne had a boyfriend who was a pirate - Calico Jack. They ran away from home at 16! Anne acted and dressed like a male pirate and was excellent at fighting.</p> <p>- Black Bert's real name John Roberts. Liked to dress in fancy clothes and jewellery (even in battles!). He was killed by the British government when he was 40.</p>	<p>Begin with a Circle Time/F2 Assembly at the start of the week to introduce Healthy Eating week. The first part of the session (sorting healthy/unhealthy) could then be carried out during a circle time, so that more time can be spent plotting different contrives food comes from on the map and discussing environment/weather etc.</p> <p>Talk partners – <i>what do humans need to stay healthy?</i> STTSB Elicit ideas such as eating a balanced diet, getting good quality sleep, being active.</p> <p>Explain that today we are going to help pirate/superhero to pack their packed lunch so that they have enough energy to find treasure/save those in need.</p> <p>As a group sort the real food/images into those we should eat often and those that are treats – that we can eat sometimes. Challenge children to explain their thinking.</p> <p>Next, focus in on five key foods e.g., coffee, chocolate, mangoes, rice, polish food and explore how they look. Explain that some items have packaging, and this says where it is grown, Plot the countries the items come from on a large map and encourage discussions about why it grows well there (different climate etc). Ask questions to assess understanding such as <i>Will a mango grow in England? Why not?</i> Link rice</p>	<p>Next, once again find England on the map and recap the capital city. <i>Where does the Queen live?</i> Find London and using an ariel map identify some key features (Big Ben, The Thames, the palace etc). <i>Have you ever visited London?</i></p> <p>Explain that the queen is very lucky and wealthy and has more than one home. Show images and find other residences on the map. Explain that when the Queen is at home the flag flies – show the union jack flag.</p> <p>Next, explain why due to her job the queen has travelled to lots of places. Locate some of the countries that the queen has visited on a world map and each key worker group find out more about their particular country.</p> <ul style="list-style-type: none"> - <i>What is the weather like?</i> - <i>What food grows there?</i> - <i>What is the country's flag?</i> <p>Each key worker to feed back to another group about what they have discovered about the country. Add posters of findings to the washing lines in the classroom to showcase learning.</p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - World maps for the children to explore - Costumes and jewels to roleplay being the Queen - Images of the queen and royal family - Flag making - Images of London - Large piece of paper so children can create their own map of London
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<p>Challenge children to use cameras to take photos of the bears they find.</p> <ul style="list-style-type: none"> - Set up polar bear small world in the water tray along with some ice cubes for children to explore. - Place some large sheets of paper onto a table and challenge children to draw maps to show where bears live. - Provide binoculars for children to use to look for toy bears hidden around an outside area. 	<p>Discuss:- <i>Which pirate was their favourite? Can they say all the pirates names? Children to draw their favourite pirate that they have learnt about and talk to their friends about what they are famous for. Can the children label their pirate?</i></p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Children create their own treasure maps - Plot the different pirates and where they travelled on a map 	<p>to Sierra Leone and recap the relationship with our sister school.</p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Children match food to the countries they come from - Children continue sorting activity real food/images during CP 	
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