

# Provision Mapping of Geography (The natural world and People, Cultures & Communities) EYFS

Curriculum Coverage			
<b>Nursery</b>	Autumn	Spring	Summer
	<p>Drawing simple pictures of my house and family.</p> <p>Identify names and words for seasons and weather.</p> <p>Using naturally found objects and flowers to create Autumn pictures.</p> <p>Learning about plants and animals we see more commonly in Spring/summer/Winter.</p> <p>Halloween and Harvest festival celebrations from around the world.</p> <p>Christmas around the world.</p>	<p>Children discuss new plants they may see in the environment during spring.</p> <p style="text-align: center;">Weather in Spring</p> <p>Family customers-Easter (people and communities)</p> <p>Develops understanding of changes - seasons, growth and decay of plants / flowers.</p> <p>Understands that there are different traditions and cultures and ways of celebrating around the world eg Chinese New Year.</p>	<p>Can draw simple maps using imagination or knowledge of specific places- drawing their own house/park/beach.</p> <p>Can talk about what they observe of stories from different cultures- eg Handas Surprise- Why is she dressed the way she is? Why do they carry baskets on their heads?etc.</p> <p>Can simply record different kinds of environments eg: drawings of forests/beaches/mountains /parks.</p> <p>Uses positional language when playing.</p>
Throughout year	<p>Children will look at the weather, day, month and season during registration time.</p> <p>Talking about home life and sharing news.</p> <p>Following world events and discussing in class.</p>		

Key vocabulary	Rain, snow, windy, foggy, sunny, misty, icy, snow, frost, cloudy Killingworth, Newcastle Upon Tyne, England Hot, cold, map, forwards backwards, up, down Sea, town/city, countryside, beach, forest, jungle, lake, house, road, building, church,
Example texts	Peppa pig muddy puddle, Weather(kipper series), weather songs and rhymes, , one snowy night, can't you sleep little bear, what the ladybird heard (map ), Rosies walk, Leaf Man, Stick Man, Pumpkin Soup, Winnie the Witch, Boogie Bear, The Snail and the Whale, Bear Snores on, Owl Babies, little Turtle Turns The Tide, Someone Swallowed Stanley, Barnaby Bear.
Curriculum links	

Curriculum Coverage			
<b>Reception</b>	Autumn	Spring	Summer
	<p>Drawing simple pictures of my house and family.</p> <p>Identify names and words for seasons and weather.</p> <p>Using naturally found objects and flowers to create Autumn pictures.</p> <p>Learning about plants and animals we see more commonly in Spring/summer/Winter.</p> <p>Halloween and Harvest festival celebrations from around the world.</p>	<p>Children discuss new plants they may see in the environment during spring.</p> <p>Weather in Spring</p> <p>Family customers-Easter (people and communities)</p> <p>Children talk about past and present events in their own lives and their families.</p> <p>They can talk about features of their own immediate environment and how</p>	<p>They know that other children may have different likes / dislikes and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Can talk about the changes they see throughout time.</p> <p>Children can talk about how they themselves have changed over time.</p>

	Christmas around the world.	environments may be different.  They make observations of plants and animals.	Can talk about why some things happen and how things work.
Throughout the year	Looking at and discussing days of the week/months and weather during Welcome Time. Talking about home life and sharing news. Following world events and discussing in class.		
Key vocabulary	<p style="text-align: center;">Weather language</p> <p style="text-align: center;">Position language - Left, right, forwards, backwards, beside</p> <p style="text-align: center;">Physical features - lake, river, sea, land, town, country, mountain, volcano, some plant and tree names, icecap, arctic, desert</p> <p style="text-align: center;">Human features - house, bungalow, flats, shops, airport, roads, pavements, church, roundabout, playground,</p> <p style="text-align: center;">England, Newcastle Upon Tyne, Killingworth, london, united kingdom and the flag, rubbish, pollution, recycling</p>		
Example texts	Town mouse country mouse, walking through the jungle, commotion in the ocean, handa surprise, the queens knickers, someone bigger, lost and found, We are going on a bear hunt, Elmers weather, wacky weather, leaf man, Stick Man, Pumpkin Soup, Winnie the Witch, Boogie Bear, The Snail and the Whale, Bear Snores on, Owl Babies, little Turtle Turns The Tide, Someone Swallowed Stanley, Barnaby Bear.		
Curriculum links			

## Early Independent Learning Opportunities that link the EYFS Curriculum to Key Stage One objectives

Year 1 objective	What you will see in Little Explorers (2's)	What you will see in Nursery & Reception
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<p>name and locate the seven continents and five oceans</p>	<p>When looking at a map/globe or book the children can distinguish between sea and land. Water play</p>	<p>Can look at a world map and learn where the UK is, discuss and ask questions about other countries and oceans. Can talk about what we see on land and what we see in the ocean. Can begin to find the UK on a map and some other countries they may know the names of. Look with interest at non fiction books about the world and oceans. Can name where they live and what country they live in. Can talk about where other family member live (if they live in other countries)</p>
<p>hot and cold areas of the world</p>	<p>Children playing with arctic animals and ice in the small world area. Playing with jungle animals. Pictures of deserts/jungles/forests in the provision. Know what things are hot and what is cold</p>	<p>Children discuss what the meaning of hot and cold is and can identify what items would be hot and would be cold. Small world animals in jungles/desert/arctic. People who lived in hot and cold countries around the world-customs and traditions. Small world animals in jungles/desert/arctic. People who lived in hot and cold countries around the world-customs and traditions. Children explore weather. around the world and how to dress for the weather. Children to discuss how to stay safe in the sun and how to stay safe in the snow/cold. Children learn about Mountains and Volcanoes. Volcano experiments.</p>
<p>name, locate and describe UK countries, capitals and surrounding seas.</p>	<p>images and pictures of different parts of the country. Children play and decorate flags in provision.</p>	<p>Children can talk about what country they live in. Local walks and identifying what they observe. Exploring maps of the UK and landmarks-eg Big Ben. Celebrations of Stg David's day/St George's day. Local walks and identifying what they observe. Exploring maps of the UK and landmarks-eg Big Ben. Celebrations of Stg David's day/St Georges day. Children can talk about and start to use vocabulary such as "the North Sea/Atlantic ocean".</p>
<p>seasonal and daily weather patterns.</p>	<p>Prompt cards and communicate in print for weather symbols. Welcome time/group time children look out of the window and assess weather.</p>	<p>Children can observe and talk about the weather. Children can identify what clothes they need to wear in certain seasons. Investigating and learning about weather around the world. Children can talk about the seasons and learn 'spring/summer/winter and Autumn'. Children can start to make and talk about predictions when watching the daily weather "it's going to rain, there are clouds in the</p>

		<p>sky”</p> <p>Children can use iPads whilst on seasonal walks in the local area, compare them between Spring/Summer/Winter.</p>
<p>comparing a small UK area with a small non-European area</p>	<p>Having a try of different foods at snack time from another country. Use of culturally diverse books to look at. Small world people from differing cultures.</p>	<p>Children have an awareness of their local area and the city they live in and can talk about it.</p> <p>Children can try and learn about food from different non-European countries.</p> <p>Role play and house area resources to reflect another culture or way of life.</p> <p>Access to fancy dress/role play costumes of another culture.</p> <p>Children can understand and talk about the country they live in.</p> <p>Using photos graphs of non-European countries to find comparisons and contrasts to UK life.</p> <p>Children to learn about and make food from other countries.</p> <p>Role play opportunities and home corner to represent another culture and way of life.</p>
<p>maps, atlases and globes, simple compass directions, locational and directional language, symbols and keys</p>	<p>Looking at and exploring large maps. Following simple directions “walk forward” “move back”. Understanding what some makaton and communicate in print symbols mean.</p>	<p>Children start with simple mappings and drawings of their own homes and gardens.</p> <p>Children to explore looking at Atlas books/Road maps in provision.</p> <p>Children can follow directions to move forward/backwards/left and right.</p> <p>Children understand simple symbols for classroom commands and arrows for forward and back.</p> <p>Children start with simple mappings and drawings of their own homes and gardens.</p> <p>Children to explore looking at Atlas books/Road maps in provision.</p> <p>Children can follow directions to move forward/backwards/left and right.</p> <p>Children understand simple symbols for classroom commands and arrows for forward and back.</p>
<p>fieldwork and observation in the locality</p>	<p>Exploration of outdoor areas with spades/rakes/buckets. Small trips to local areas. Trip to the farm.</p>	<p>Children to discuss photographs of local areas.</p> <p>Children can identify different house types in their local environment.</p> <p>Trips to farm/forest areas/shops.</p> <p>Children can talk about where they live and how they get to school.</p> <p>Trips to farm/park/shop in the local area.</p> <p>Children can use iPads to photograph local areas.</p> <p>Children can make observations of the local area in different seasons.</p> <p>Children can collect items (leaves/natural found objects) to use for discussion.</p> <p>Listening walks/looking walks/litter picking at the beach.</p>
<p>aerial photographs and plans</p>	<p>looking at photographs and naming simple images they see on them eg “car, path, road, house”.</p>	<p>Children to have photographs of UK and non UK countries to explore and discuss.</p> <p>Children have access to non fiction books and library trips to research other countries.</p> <p>Children have pictures of different homes</p>

		<p>around the world in the building area.  Children to use Junk modelling to make homes for people and animals around the world.  Children use photographs of UK and other countries and so cuss similarities and differences.  Children bring in photos of pwn homes and discuss with friends.  Children follow plans and blueprint material in the builder area to make structures like homes.</p>
<p>vocabulary for key human features</p> <p>Vocabulary for key physical features</p>	<p>Pointing to and beginning to say "house,road" etc.</p> <p>Pointing to and beginning to say "beach,forest, mountain, tree, sea" etc.</p>	<p>Children can use the names for homes in the UK-house/flat/bungalow.  Children can identify a mountain/hill/river/stream.  Children are aware and can talk about how things may be made.  Children can attempt to build with Lego bricks and replicate houses/parks/swimming pools etc.</p> <p>Children can use the names for homes in the UK-house/flat/bungalow.  Learn names for other homes -yurt/igloo/cottage/hut.  Children can identify a mountain/hill/river/stream.  Children are aware and can talk about how things may be made.  Children can attempt to build with Lego bricks and replicate houses/parks/swimming pools etc.</p>