

Eg this is the cooker in the kitchen, does it look like this at home? Do we always cook like this at home?

Key vocabulary:

Big, little

In, on, under, up, down, besides, between, in front of, next to, behind, in front of

Geography given:

- A photograph on the working wall of an area in the outdoor which has a tree and a bush in it
- On the first day of every month take images of this area to explore how the same things change over time. Ask the question, "I wonder if "
- Daily weather observation and recording on a weather chart

Core geography text:

Spot Goes to School – Eric Hill

Spot Loves Nursery – Eric Hill

Usborne First Experiences, Going to School

Tree by Britta Teckentrup

Stuck by Olver Jeffers

3-4years	Autumn 2 curriculum
<p><i>I know the locations of the important places in my playground</i></p> <p><i>I know where my playground is in relation to the other spaces in school</i></p> <p><i>I can explore how the outdoor environment changes over time</i></p> <p><i>I can say what the weather is like today</i></p>	<p>Place</p> <p>a) Toilets, texture kitchen, grass, cabin, construction area, beach, water area, bicycle track area</p> <p>b) Walk the route from my classroom to the areas in the outdoor</p> <p>c) Walk the route from the playground to the sports hall, outdoor changing area, to the hall and back into the nursery</p> <p>Key questions: What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses). How do I get to the -----? What will I see on my way?</p> <p>Space</p> <p>Look at what we can see from different parts of the playground (sky, houses, gardens)</p> <p>Scale</p> <p>What can I see from my garden at home? What can I see from my window? What do I see when I look at the sky from my garden at home?</p> <p>How does the outdoor area change?</p> <p>Key vocabulary:</p> <p>Big, little</p>

In, on, under, up, down, besides, between, in front of, next to, behind, in front of

Houses, roof, chimney, window
Sky, clouds, sun, moon

Same, different, change

Weather, rain, wind, frost, snow, hot, cold

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Core geography text:

What Shall I Wear? Penny Lee
Weather Watch!
Splash! Lucy Courtenay
Autumn Ailie Busby
Winter Ailie Busby

Curriculum goal – end of autumn 2

Create their own sand map of the outdoor area.

I can say what the weather is like today

I can explore how the outdoor environment changes over time

Where do you put your rubbish at home?

Do your rubbish/recycling bins look the same at home?

Who takes the rubbish out at home?

What happens to your rubbish at home? Who does this?

Key vocabulary:

Same, different, change

Weather, rain, wind, frost, snow, hot, cold

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Geography core texts:

Max Cleans Up – Rosemary Wells

Tidy – Emily Gravett

Another Fine Mess – Tony Bonning

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3-4years	Spring 2 curriculum
<p><i>I know the locations of the important places in my school</i></p> <p><i>I can give and follow simple directions</i></p> <p><i>I can begin to explore how spaces are the same and different</i></p> <p><i>I can explore how the outdoor environment changes over time</i></p>	<p>Place</p> <p>a) Forest school</p> <p>Key questions: What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses). How do I get to the -----? What will I see on my way? What can I hear on the journey? Does what I hear change? (as you move to the Grove Lane area)</p> <p>Follow different routes to Forest School. Over the path by the mud kitchen On the path by the cave Through the water area</p> <p>a) Children take teddy on a journey around the classroom, play area and forest school. b) Children give and follow directions c) Children develop accuracy in what they are telling the other person d) Children listen carefully to directions.</p> <p>Space</p> <p>Children to explore the forest school and observe this space (sights, sounds, smells, textures, feelings and emotions)</p> <p>Key questions: What's the same and different to their classroom, play area? Do you have a similar place at home? What's the same and different?</p>

I can say what the weather is like today

Children observe any changes to the flowers or trees in their outdoor areas.

Key Questions:

Are you seeing any changes in your garden at home?

Scale

Children comparing changes at school with changes at home to their gardens.

Children continue to observe and record change in weather patterns and seasonal changes.

Geography given:

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Key vocabulary:

Up, down, across, through, over, under.

Key geography text:

We're Going on a Bear Hunt! Michael Rosen
Matisse's Magical Trail by Tim Hopgood

Curriculum goal – end of Spring 2

Create their own journey for a toy in their class using a range of materials to represent routes, different terrains and features.

I can say what the weather is like today

I can explore how the outdoor environment changes over time

We can see the front of the houses on Woodstock Road. Have you seen them before?

Scale

Use photographs or stories of other locations in the UK and the wider world eg beach (Jamaica), mountains (Himalayas)

Children continue to observe and record change in weather patterns and seasonal changes.

Children comparing changes at school with changes at home to their gardens.

Key questions:

Are you seeing any changes in the weather?

Are you seeing any changes in your garden at home?

What is it like to live here? What would it be like to live there?

Key vocabulary:

Same, different, change

Weather, rain, wind, frost, snow, hot,cold

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Geography text

Over the Hills and Far Away – a treasury of nursery rhymes from around the world
Handa's Surprise by Eileen Browne
Room on the Broom by Julia Donaldson
From My Window by Otavio Junior

Curriculum goal – end of Summer 1

Children to use a range of materials to create a map of their immediate area. Children to begin to display the photos and even their own paintings or models in the appropriate locations.

Children use positional language when revisiting the route.

3-4years	Summer 2 curriculum
<p><i>I know the locations of the important places in my school.</i></p> <p><i>I can make connections to other countries and cultures - What is it like to live here? What is it like to live there?</i></p> <p><i>I can make observations about a new location.</i></p> <p><i>I can begin to describe how spaces are the same and different.</i></p> <p><i>I can describe a journey</i></p>	<p>Place</p> <p>a) Forest school (Upper School) b) Alternative locations – photographs, stories, nursery rhymes (UK and wider world)</p> <p>Key questions:</p> <p>What's it like walking up hill? Where do we cross the road? How do we cross the road safely? What is it like? What happens here? How does it change? How do I feel about this space? (Emotional responses). How is this forest school different to lower school's?</p> <p>What's it like to live here? What's it like to live there? How do you know?</p> <p>Space</p> <p>Children to spend time exploring and describing their new space. What can you see, hear, smell, touch hear?</p> <p>Children to use positional language.</p> <p>Children create a 'string' journey at the forest school. Using string children plot a course through different 'imaginative' terrains that they have been exploring in pictures and stories in summer 1 and 2.</p> <p>Children then use a toy to follow the string and the children describe the journey of the</p>

toy using the positional and directional language.

Key questions:

Where does my toy's journey start? What does my toy see on the way? How does my toy feel on this journey?

Scale

Use photographs or stories of other locations in the UK and the wider world eg forest (Brazil), desert (Saudi Arabia)

Children continue to observe and record changes in weather patterns and seasonal changes.

Key questions:

Are you seeing any changes in the weather?

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Geography text

Over the Hills and Far Away – a treasury of nursery rhymes from around the world
Lost and Found by Oliver Jeffers
The Way Back home by Oliver Jeffers

Curriculum goal – end of Summer 2

Children create their own individual or collaborative learning story called a new Grove School. Children create their own layout for a school and its surrounding streets.

What sort of rooms/spaces do you want in your school?

What sort of buildings do you want in your community?

Do you need this building? Why? Why not?