

## Geography Medium Term Planning: Reception

Areas of learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus and wider curriculum events	Week 1: All about me and my family	Week 2: My Body	Week 3: My Senses	Week 4: My Feelings	Week 5: People who help us	Week 6: Games and toys	
Understanding of the World Autumn 1	<p><b>The 'My story' book</b> game lets children create a personalised book all about them and their family. It's a great way to start conversations about people and events in their life and build your child's self-esteem.</p>	<p><b><u>Differences &amp; Similarities:</u></b> To begin to understand that we have differences and similarities.</p>	<p><b><u>Senses:</u></b> Children to use their senses to explore autumnal objects.</p> <ul style="list-style-type: none"> <li>• Dried leaves</li> <li>• Acorns</li> <li>• Sticks</li> <li>• twigs</li> </ul>	<p><b><u>Human Life Cycle:</u></b> To describe what I look like; to tell others my name; to describe my likes/dislikes; to describe my family; to know the sequence of the human life cycle.</p>	<p><b><u>People in our school:</u></b> Children to become familiar with different people in our school and the importance of their role.</p> <ul style="list-style-type: none"> <li>• Site Manager</li> <li>• Lunchtime supervisors</li> <li>• Office staff</li> <li>• Cleaners</li> </ul>	<p><b><u>World Map Puzzle</u></b> Children to understand that the world is made up of countries and continents similar to a puzzle. They then piece together the puzzle noticing countries fitting perfectly next to next each like the real world. (Need World map puzzle)</p>	<p><b><u>Nature Walk:</u></b> Children to use their observational skills to notice their environment and objects within this space. Focus could be on different trees relating to the seasons and changing of weather.</p>

Focus and wider curriculum events	Week 1: Birthdays	Week 2: Bonfire Night	Week 3: Remembrance Sunday	Week 4: Harvest Festival	Week 5: Diwali	Week 6: Hanukkah	Week 7: Christmas	Week 8: Christmas
<p><b>Understanding of the World</b></p> <p><b>Autumn 2</b></p> <p><b>DM:</b> They make observations of animals and plants</p> <p><b>DM:</b> They talk about the features of their own immediate environment</p> <p><b>DM:</b> Knows that information can be retrieved from computers</p> <p><b>DM:</b> Can talk about past and present events in their own lives</p>	<p><i>How do people all over the world celebrate birthdays?</i></p> <p><u>Norwegians</u> eat chocolate cake on their birthdays.</p> <p><u>Indian</u> children wear a new outfit.</p> <p>In <u>Denmark</u> a flag is flown from outside their house.</p> <p><b>DM:</b> Can talk about past and present events in their own lives.</p>	<p><i>What's special about Bonfire Night?</i></p> <p><b>Bonfire Night:</b> Children to listen to sounds relating to bonfire night and have to guess what the sound might be – Can provide visual clues as prompt. Sound of:</p> <ul style="list-style-type: none"> <li>• Zipping a jacket</li> <li>• Firework launching</li> <li>• Children laughing</li> <li>• Fire burning</li> <li>• Drinking hot chocolate</li> <li>• Cheering of people</li> <li>• Fireworks</li> </ul> <p><b>DM:</b> Can talk about past and present events in their own lives.</p>	<p><b>Fieldtrip</b></p> <p>Children to make a poppy wreath and take it to the Wood Green War Memorial.</p> <p>Discuss the significance of this memorial and how it is a symbolic representation of the First World War.</p> <p><b>DM:</b> They talk about the features of their own immediate environment</p>	<p><i>Why is harvest so important?</i></p> <p><b>Harvest:</b> Children to plant potatoes, pea or bulb seeds whilst exploring the importance of harvest for survival.</p> <p>Look at harvest that grows above ground and under the ground, discuss differences.</p> <p><b>DM:</b> They make observations of animals and plants.</p>	<p><i>Where does Diwali originate from?</i></p> <p>Children to use ipads to explore the region India where Diwali originated from.</p> <p>Have a selection of child-friendly ICT equipment available for children to record themselves retelling the story of Rama and Sita.</p> <p>Talk about candles and which other festivals use candles e.g. birthdays.</p> <p><b>DM:</b> Knows that information can be retrieved from computers</p>	<p><i>What types of food are eaten all over the world?</i></p> <p>Cook potato latkes and other traditional Hanukkah foods.</p> <p>Hanukkah is another light festival. Which other celebrations can you relate this too? (Diwali, Bonfire Night, Christmas)</p> <p><i>Why is light so important to people all over the world?</i></p> <p><b>DM:</b> Knows that information can be retrieved from computers (recipes)</p> <p><b>DM:</b> Can talk about past and present events in their own lives. (Baking or cooking with family)</p>	<p><i>How is Christmas celebrated all over the world?</i></p> <p>Compare hot and cold countries and discuss whether Christmas in hot countries like Australia are celebrated differently to cold countries.</p> <p>Make sensory tray with items representative of Christmas:</p> <ul style="list-style-type: none"> <li>• Tinsel</li> <li>• Ribbons</li> <li>• Wrapping paper</li> <li>• Bells</li> <li>• Cards</li> <li>• Decorations</li> </ul>	<p><i>How is Father Christmas portrayed all over the world?</i></p> <p><u>France:</u> Children leave their shoes by the fireplace filled with carrots.</p> <p><u>United Kingdom:</u> Santa Claus lands on the roof and comes down the chimney.</p> <p><u>Norway:</u> They believe Santa Clause is a spirit that delivers gifts through the front door not chimney.</p> <p><u>Japan:</u> Hoteiosho who acts like Father Christmas. Some children believe he has eyes in the back of his head.</p>

Focus and wider curriculum events	Week 1: Three Little Pigs	Week 2: Goldilocks and the three bears	Week 3: Little red riding Hood	Week 4: Rumpelstiltski n	Week 5: Three Billy Goats Gruff	Week 6: The Gingerbread man		
<p><b>Understanding of the World</b></p> <p><b>Spring 1</b></p> <p><b>DM:</b> They make observations of animals and plants</p> <p><b>DM:</b> They talk about how environments might vary from one another</p> <p><b>DM:</b> They talk about the features of their own immediate environment</p> <p><b>DM:</b> Can talk about past and present events in their own lives</p> <p><b>DM:</b> They explain why some things occur</p> <p><b>DM:</b> Developing an understanding of growth, decay and change over time</p>	<p>Explore building with different materials.</p> <p>Show pictures of:</p> <ul style="list-style-type: none"> <li>• Cottages</li> <li>• Flats</li> <li>• Terraced houses</li> <li>• Castles</li> <li>• Farmhouse</li> <li>• Detached house</li> <li>• Bungalow</li> </ul> <p>Independent: Encourage children to construct different types of buildings using blocks or construction kits.</p> <p>Can children work out which ones would be best for building a house and why?</p> <p>Adult Led: Build some homes and test them out by blowing them with a hairdryer!</p>	<p><i>What animals would you find in a forest?</i></p> <p>Woodland and Forest Exploration</p> <p>Children to make comparisons with animals on a farm and jungle.</p> <p>Children could go on a hunt outside in search for forest animals. (figurines to be placed randomly)</p> <p>Adult Led: Encourage children to research animals from all over the world.</p> <p>Can you find a gorilla in a forest.? or a tiger? Explain?</p> <p>Where in the world are we most likely to find tigers? (India)</p>	<p><b><u>Making Maps</u></b></p> <p>Can you get to Grandma's Safely?</p> <p>Make your own map and use environmental/ Positional language to discuss little red riding hoods journey.</p> <p>Challenge: Can they add a key? Symbols/pictures etc</p>	<p><b><u>Water wall with water wheel</u></b></p> <p>Children to explore streams and rivers through the use of water exploration.</p> <p>What is a mill? Where have you seen this before?</p> <p>Using buckets, pipes and water wheels create a water wall where children can visually see how objects change the flow and direction of water.</p> <p>What are the key human features seen in the story of Rumpelstiltskin?</p> <ul style="list-style-type: none"> <li>• Water mill</li> <li>• Straw</li> <li>• Spinning wheel</li> </ul> <p>How is a stream different from the above?</p> <p>(Physical feature-natural)</p>	<p><b><u>Bridges and eco systems</u></b></p> <p>The goats in The Three Billy Goats Gruff required a wooden bridge to get to the meadow for food.</p> <p>Explore famous bridges and crossings all over the world to help animals survive.</p> <ul style="list-style-type: none"> <li>• Crab Bridge: Christmas Island (Australia)</li> <li>• Turtle Tunnel in Japan.</li> <li>• Underpass for bears in Banff (Canada)</li> <li>• Elephant underpass in Kenya.</li> <li>• Monkey Bridge in Brazil.</li> </ul> <p>Independent: children to create their own eco bridge using big construction blocks, real grass and leaves.</p>	<p><b><u>Mapping Journey</u></b></p> <p>Children to use large paper to map out the gingerbread journey from the cottage to the river using felt-tip pens.</p> <p>Is there going to be a straight road in the woods?</p> <p>Introduce directional language: Turn, jump, left, right, side, straight.</p> <p>What might be in the way?</p> <ul style="list-style-type: none"> <li>• Trees</li> <li>• Logs</li> <li>• Animals</li> </ul> <p>Independent: children to use figurines to make their way from A (The cottage) to B (The River).</p>		

<p>Focus and wider curriculum events</p> <p><i>Our Amazing World</i></p>	<p><b>Week 1:</b> <u>London</u></p>	<p><b>Week 2:</b> <u>Africa</u></p>	<p><b>Week 3:</b> <u>The North and South Pole</u></p>	<p><b>Week 4:</b> <u>South America and the Rainforest</u></p>	<p><b>Week 5:</b> <u>Asia</u></p>	<p><b>Week 6:</b> <u>Europe</u></p>		
<p><b>Understanding of the World</b></p> <p><b>Spring 2</b></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Enjoys joining in with cultural customs and routines Looks closely at similarities, differences, patterns and change.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment</p> <p>Can name and explain knowledge of different parts of the world.</p>	<p><b><u>Who am I?</u></b></p> <p><i>Where are my family from?</i></p> <p><i>What language is spoken at home?</i></p> <p><i>How is this similar or different to London?</i></p> <p>Explore London Landmarks: Big Ben London Bridge Tower Bridge Buckingham Palace Regents Park London Eye St Pauls Cathedral Hyde Park Westminster Abbey British Museum</p>	<p><b><u>Guess the African animal!</u></b></p> <p>Children to explore Safari animals and match them to their correct feature.</p> <p>Children to listen to sounds of Safari animals and have to guess what the animal might be – Can provide visual clues as prompt.</p> <p><b><u>Safari Animals:</u></b></p> <ul style="list-style-type: none"> <li>• Elephant</li> <li>• Tiger</li> <li>• Cheetah</li> <li>• Rhino</li> <li>• Wildebeest</li> <li>• Giraffe</li> <li>• Zebra</li> <li>• Spotted Hyena</li> <li>• Gazelle</li> </ul> <p>Would Safari Animals survive in London?</p> <p>Make references to Woburn Safari Park: Bedfordshire</p>	<p><b><u>Opposite Poles!!</u></b></p> <p><b>North Pole:</b> Arctic Animals: Arctic Fox Polar Bear Reindeer Walrus Orca Arctic Dogs</p> <p><b>South Pole:</b> Antarctica is the coldest continent on Earth.</p> <p><i>Can you think of animals that live in Antarctica?</i></p> <ul style="list-style-type: none"> <li>• Orca Killer Whale</li> <li>• Emperor Penguins</li> <li>• Seals</li> </ul> <p><i>Could animals from the Safari survive living here? Why?</i></p> <p><i>What do you notice about the weather similarities or differences with Africa and London?</i></p> <p><i>Can people live here? (Only Scientists stay here - Cross curricular links)</i></p>	<p><b><u>Survival Pack</u></b> Talk about planning an expedition through the jungle. Would it be hot or cold? What might we see? Have a backpack full of items such as a water bottle, binoculars, camera, compass, paper and pencil, child first aid kit and map. Unpack the backpack and ask the children why they think each item would be useful. Play a circle game of 'In my backpack I will take...'</p> <p><b><u>Jungle Animals</u></b> Match the images correctly: Explore jungle animals and their young noticing <b>growth and changes over time.</b></p>	<p><b><u>Great Wall of China</u></b></p> <p>Find Asia on a globe and discuss its location using geographical language such as hemisphere, north, south and equator.</p> <p>Where have you heard the word north and south before? (Recap previous learning)</p> <p>What is a landmark? (Recap London Landmarks)</p> <p>Discuss the structure of the Great Wall and encourage pupils to make models using sand, building blocks or junk materials.</p> <p>Ask pupils to create their own 3D landscapes or 2D table maps for their models.</p>	<p><b><u>European National Flowers</u></b></p> <p>Children to match flags with their national flowers.</p> <p>England/ Slovakia: Rose Wales: Daffodil Scotland: Thistle Northern Ireland: Shamrock Italy: Lily Russia: Chamomile Ukraine: sunflower Turkey/ Netherlands: Tulip Spain/ Slovenia: Red Carnation Portugal: Lavender</p> <p><b><u>Outdoor Learning:</u></b> Children can explore the outdoor environment for flowers discussing plants they have observed.</p>		

Focus and wider curriculum events	Week 1: <u>Cars</u>	Week 2: <u>Buses</u>	Week 3: <u>Trains</u>	Week 4: <u>Rockets</u>	Week 5: <u>Hot air balloons and parachutes</u>	Week 6: <u>Planes</u>	Week 7: <u>Boats</u>	Week 8: <u>Tractors, construction vehicles</u>
<p>Understanding of the World</p> <p><b>Summer 1</b></p>	<p><b>Road Safety</b></p> <p>Map making – which way do you come to nursery/school?</p> <p>What signs do you see? How do these keep you safe?</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Zebra crossing</li> <li>• Green light</li> <li>• Red light</li> <li>• Amber Light</li> <li>• Crossing Patrol Staff (Lollipop People)</li> </ul> <p>How is a British Taxi different to other taxis in the world?</p> <p>America: Yellow and smaller.</p> <p>Thailand/ India: Tuk tuks (Taxis) Smaller and easier to travel around.</p> <p><i>Which types of transport looks the most fun?</i></p>	<p><b>Past &amp; Present</b></p> <p>Display land cars and buses from the past and present.</p> <p><i>What is your favourite?</i></p> <p><i>Which ones have you been in?</i></p> <p><i>What makes them similar/different?</i></p> <p><i>When would we use them? Where would we go?</i></p> <p><i>Which types of transport are better for the environment?</i></p> <p>Possible visit to the Transport Museum</p>	<p><b>Evolving Trains</b></p> <p>Directions games and stop-go games</p> <p><b><u>Trains around the world</u></b></p> <p><u>Japan:</u> Bullet Trains as they are extremely fast</p> <p><u>San Francisco</u> use trams as there are many hills in the city.</p> <p><u>Cambodia:</u> Bamboo Trains</p> <p>Compare past and present transport.</p> <p><i>What symbols have you seen whilst on the underground?</i></p> <p><i>What do you think these symbols mean?</i></p>	<p><b>NASA!</b></p> <p>YouTube Space X Crew Dragon Live Launch or shuttle launch as hook.</p> <p>How is a rocket different to a plane?</p> <p>Can everyone go on rockets?</p> <p>What are they used for?</p> <p>Pretend to take a journey on a rocket. Create tickets and passports for your journey.</p> <p>Make links to geographical space.</p>	<p><b>Transport Chart</b></p> <p><b>Air -Land – Water</b></p> <p>Cut out pictures of different transports from magazines, newspapers, and internet. Get the children to categorise them into groups: Air, water and land.</p> <p><i>Can we travel to school with a hot air balloon? Why?</i></p>	<p><b>Aeroplanes!!</b></p> <p><i>Have you ever been on a real aeroplane before?</i></p> <p><i>What do they remember about it?</i></p> <p><i>Where were they flying to?</i></p> <p>The children close their eyes and listen to an aeroplane taking off.</p> <p>Standing in their space, with arms outstretched, they make wing shapes and alternate arms up and down to show a soaring action. Bending their knees, they fly lower and turn around on the spot to circle in the sky.</p> <p>Encourage strong, straight arms at all times.</p>	<p><b>Make your own boat!!</b></p> <p>Try out different materials in the water. Will it sink or float? Does it soak up the water? Talk to the children about which of these materials would make a good boat.</p> <p><b><u>Different types of boats used around the world.</u></b></p> <p><i>Maldives use boats for transport.</i></p> <p><i>Venice: Gondolas (Tourism)</i></p> <p><i>Hong Kong: Junk Boat</i></p>	<p><b>Build your own construction site.</b></p> <p>Display images of:</p> <ul style="list-style-type: none"> <li>• Front loader</li> <li>• Dump Truck</li> <li>• Road Roller</li> <li>• Crane</li> <li>• Bulldozer</li> <li>• Concrete Mixer</li> <li>• Tractor</li> <li>• Truck</li> <li>• Forklift</li> </ul> <p><i>Why are these vehicles important?</i></p> <p><i>Without them could we build bridges, roads and buildings?</i></p> <p><i>How are they similar to your everyday cars and buses?</i></p> <p><i>What's different about them?</i></p>



Focus and wider curriculum events	Week 1: <u>On Safari</u>	Week 2: <u>Mini beasts</u>	Week 3: <u>On the farm</u>	Week 4: <u>At the zoo</u>	Week 5: <u>Under the sea</u>	Week 6: <u>Jack and the beanstalk</u>	Week 7: <u>Lifecycles-</u>	Week 8: <u>Birds</u>
<p>Understanding of the World</p> <p><u>Summer 2</u></p>	<p><u>Hot &amp; Cold Habitats</u></p> <p>Children to sort and categorise animals according to the habitat they live in.</p> <p><i>What do Safari animals need to survive?</i></p> <p><i>Which animals are you most likely to find in cold environments?</i></p> <p><b><u>Recap Previous Learning:</u></b> Make links to Africa and the north and south pole covered in Spring 2.</p>	<p><u>Make a bug hotel</u></p> <p>Create a minibeast hotel by piling up logs/stones in the school grounds.</p> <p>Many minibeasts seek cool, damp places to stay, and your hotel should soon be full.</p> <p>Carefully remove a log or two to observe your guests.</p> <p>Circle time to teach caring for creatures and their habitats.</p>	<p><u>Farm animals and their babies</u></p> <p>Make links to Harvest.</p> <p>Sequence pictures of animals growing up from baby to adult.</p> <p>Children to match pictures correctly.</p> <p>Horse – Foal Pig – Piglet Goat – Kid Cow – Calf Dog -Puppy Chicken – chick Goose – Gosling</p> <p>Look at animal covers - skin, fur, scales, wool, feathers.</p> <p>How are these used in society?</p>	<p><u>Zoo animals</u></p> <p>What animals would you expect to see in a zoo?</p> <p>How are these different/ similar to the safari?</p> <p><b><u>Recap Previous Learning</u></b> Make links to London Zoo – Woburn Safari.</p>	<p><u>The Earth is 70% water!</u></p> <p>Look at sea creatures under the sea – Could we live there? Can we breathe under water?</p> <p>Choose a sea creature and follow their life cycle.</p> <p>Discuss the importance of coral reefs and sea creatures and their habitats.</p> <p>Who has been to the sea before?</p> <p>What objects do you expect to find there?</p> <p>How far are we from the sea?</p> <p>Compare countries with lots of water to those with very little.</p>	<p><u>Bean Life Cycle</u></p> <p>Grow beans and observe changes over time.</p> <p>Plant seeds in compost/beans in a jar with blotting paper - then replant into a growing bag - discuss what plants need to grow.</p> <p><b><u>Fairtrade</u></b> Is it fair that some people have more money than others? Is it fair that some people have more food than others?</p>	<p>Lifecycle of a butterfly</p> <p>Life cycle of a frog</p> <p>Lifecycle of a sunflower</p>	<p><u>Birds All over the world</u></p> <p>South America: Toucan</p> <p>England: Robin</p> <p>Wales: Red Kite</p> <p>Scotland: Golden Eagle</p> <p>Japan: Green Pheasant</p> <p>Italy: Italian Sparrow</p> <p>Northern Ireland: Northern Lapwing</p> <p>India: Indian Peafowl</p> <p>Bahamas: Flamingo</p> <p>Children to discuss climate, weather and habitats of birds.</p>