

	Nursery	Reception	Year 1	Year 2
<b>Autumn 1</b> <b>Key texts</b> <b>Skills</b> <b>ProgressionKey</b> <b>Vocabulary</b> <b>Trips &amp; Visitors</b>	<b>Hug</b> Where's Spot? Come on Daisy -Seasons - Signs of Autumn, -Celebrations, special events - Harvest <b>UW-The World:</b> 30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time. 40-60m - looks closely at similarities, differences, patterns and change. Learning walk	<b>Supertato</b> <b>Jack and the beanstalk</b> -Noticing patterns and change -People who help us -Looking at different ways of life and occupations. -Looking at the body -Harvest <b>ELG - UW:</b> <b>PC</b> - knows similarities and differences between themselves and others; and among families, communities and traditions. <b>The World</b> - knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. Police visit Nurse visit	<b>The Farmer Duck</b> <b>A squash and a squeeze</b> <b>The Little Red Hen</b> Locational/ place knowledge Human and physical geography - Corby, seasons Geographical skills and fieldwork -Identifies 4 seasons and their typical weather patterns. -Uses observational skills to study human and physical features of the school's local environment/ a farm. -devising/ using a map -Harvest - Autumn -Spring, Summer, Autumn, Winter -a map -school, shed, field, tree, playground/ a farmhouse, field, pond, barn, pigs sty, vegetation, crops, orchard Diwali workshop Autumn walk/walk in the community	<b>Toby and the Great Fire of London</b> Locational knowledge Geographical skills and fieldwork -Locating 4 countries and capital cities, Corby -Maps and aerial photographs -Locate great fires -United Kingdom, Great Britain, England - London, Scotland - Edinburgh, Wales - Cardiff, Northern Ireland - Belfast -London, Hamilton (Scotland), Pontypridd (Wales) Local walk - Houses
<b>Autumn 2</b> <b>Key texts</b> <b>Skills</b> <b>ProgressionKey</b> <b>Vocabulary</b> <b>Trips &amp; Visitors</b>	<b>The elves and the shoemaker</b> <b>You Choose</b> -Celebrations, special events - Diwali, Bonfire night, Children in need, Christmas <b>UW-The World:</b> 30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time. 40-60m - looks closely at similarities, differences, patterns and change.	<b>Owl babies</b> <b>Little Red Riding Hood</b> -Discussing observations of animals and plants -Life cycles -Showing care and concern for living things -Celebrations/special events (Diwali, Bonfire night, children in Need and Christmas) <b>ELG - UW:</b> <b>PC</b> - knows similarities and differences between themselves and others; and among families, communities and traditions. <b>The World</b> - knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. An owl man	<b>Cops and robbers</b> <b>The Jolly Christmas postman</b> Locational knowledge Human and physical geography Geographical skills and fieldwork -Name, locate and identify characteristics of the four countries of the UK. -Uses maps, atlases and globes to identify UK and its countries. -Uses aerial photos and plans to recognise landmarks and basic human and physical features (map of London) UK, Great Britain, England - London, Scotland, Wales, Northern Ireland, capital city, flag/ India - Asia (Diwali) Carol singing in the local environment - map	<b>Paddington</b> Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork -Sorting London key places- physical features/ human features -Compare human/ physical features to where Paddington comes from -Map skills- finding features on a grid map -Map skills- creating a grid map of London- keys/ physical/ human features -To use map to write instructions for Paddington -Seasons/ weather- Paddington's home to London look at equator/ continents -Seasons in the UK -Asia, Africa, North and south America, Antarctica, Europe and Australia. -physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.

				-human – city, town, village, factory, farm, house, office, port, harbour, shop.
<p>Spring 1</p> <p>Key texts</p> <p>Skills</p> <p>ProgressionKey</p> <p>Vocabulary</p> <p>Trips &amp; Visitors</p>	<p>Brown, Brown Bear</p> <p>Hairy Maclary</p> <p>-Seasons - Signs of winter</p> <p>Celebrations -Chinese New Year</p> <p>-Different ways of life and occupations - cultures and jobs</p> <p>UW-The World:</p> <p>30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time.</p> <p>40-60m - looks closely at similarities, differences, patterns and change.</p> <p>Learning walk</p>	<p>Whatever next</p> <p>Goldilocks and the three bears</p> <p>Space/planets</p> <p>ELG – UW:</p> <p>PC – knows similarities and differences between themselves and others; and among families, communities and traditions.</p> <p>The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary.</p> <p>Rocket launch</p>	<p>The journey home</p> <p>There is a Rang-Tang in my bedroom</p> <p>Michael Recycle</p> <p>Locational knowledge</p> <p>Place knowledge – China</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>-Animals on cold and hot continents - North and south</p> <p>Pole/ Asia</p> <p>-Human and physical features across continents</p> <p>-Global warming, ways to save the planet</p> <p>-Names the seven continents.</p> <p>-Uses 4-point compass directions, North and South Pole</p> <p>-name and locate 7 continents</p> <p>-North and South Pole</p> <p>-Asia, Africa, North and South America, Antarctica, Europe and Australia, seas, oceans</p> <p>-North and South Pole</p> <p>-North, South, East, West</p> <p>-physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.</p> <p>-human – city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Chinese dancer</p>	<p>Amazon/ Jumanji</p> <p>Locational knowledge</p> <p>Place knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>- Animals around the rounds- continents/ equator</p> <p>- Animals around the rounds- continents/ equator- why are animals suited in certain places</p> <p>-Asia, Africa, North and south America, Antarctica, Europe and Australia</p> <p>-Equator</p>
<p>Spring 2</p> <p>Key texts</p> <p>Skills</p> <p>ProgressionKey</p> <p>Vocabulary</p> <p>Trips &amp; Visitors</p>	<p>Each Peach Pear Plum</p> <p>The 3 Billy Goats Gruff</p> <p>-Changes - Growth and decay</p> <p>-Different occupations and ways of life</p> <p>-Celebrations - Mother's Day, Easter, Comic relief</p> <p>UW-The World:</p> <p>30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time.</p>	<p>The three little pigs</p> <p>Tiddler</p> <p>-Materials and properties (patterns and changes)</p> <p>-Houses and homes (people and communities)</p> <p>ELG – UW:</p> <p>PC – knows similarities and differences between themselves and others; and among families, communities and traditions.</p> <p>The World – knows about similarities and differences in relation to places,</p>	<p>Tiger who came to tea.</p> <p>Handa's Surprise</p> <p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>-Uses basic geographical vocabulary relating to key physical features of a village in Kenya</p> <p>-Uses basic geographical vocabulary relating to key</p>	<p>Gretta and the giants -</p> <p>Greta Thunberg</p> <p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>-Rain forests around the world- continents and the water systems (oceans)</p> <p>-Deforestation</p> <p>-Impacts Climate change</p> <p>-Rain forest, Amazon, Environment, eco-system, eco-friendly, deforestation, survive</p>

	<p>40-60m - looks closely at similarities, differences, patterns and change.</p>	<p>objects, materials and living things; talk about features of own immediate environment and how environments may vary.</p> <p>Sundown adventure land/ Farm</p> <p>Looking after a fish</p>	<p>human features of a village in Kenya</p> <p>-UK vs contrasting non-European country (Kenya - Equator)</p> <p>-Equator and hot areas of the world</p> <p>-physical - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.</p> <p>-human - city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p>Pippa Pixley - an author and a conservationist?</p>	
<p>Summer 1</p> <p>Key texts</p> <p>Skills</p> <p>Progression</p> <p>Key Vocabulary</p> <p>Trips &amp; Visitors</p>	<p>Jasper's Beanstalk</p> <p>Dear Zoo</p> <p>Plants, changes and life cycles,</p> <p>Growth and decay</p> <p>Concern for living things</p> <p>UW-The World:</p> <p>30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time.</p> <p>40-60m - looks closely at similarities, differences, patterns and change.</p> <p>Chicks?</p>	<p>Dinosaurs love underpants</p> <p>The Gingerbread man</p> <p>-Excavation activities/archaeology</p> <p>-Dinosaur facts</p> <p>-Archaeologist job (PC)</p> <p>ELG - UW:</p> <p>PC - knows similarities and differences between themselves and others; and among families, communities and traditions.</p> <p>The World - knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary.</p> <p>Martin Smith - Dinosaurs?</p>	<p>Can't you sleep little bear?</p> <p>We are going on a bear hunt.</p> <p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>- Earth, Sun, Moon - length of the day/ night during seasons</p> <p>-Signs of spring</p> <p>- Map to find the bear's cave, use of symbols in the key</p> <p>North, South, East, West, near, far, left, right, symbols, key</p> <p>Walk to the woods</p>	<p>Olympics</p> <p>Locational knowledge?</p> <p>Place knowledge?</p> <p>Human and physical geography?</p> <p>Geographical skills and fieldwork?</p> <p>-Locating previous Olympics on the world map</p> <p>-Using maps.</p> <p>-Using aerial photos and plans to recognise landmarks and basic human and physical features.</p> <p>-Naming and locating 7 continents,</p>
<p>Summer 2</p> <p>Key texts</p> <p>Skills</p> <p>Progression</p> <p>Key Vocabulary</p> <p>Trips &amp; Visitors</p>	<p>The Very Hungry Caterpillar</p> <p>The Train Ride</p> <p>Seasons - Signs of summer</p> <p>Changes and life cycles</p> <p>UW-The World:</p> <p>30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time.</p> <p>40-60m - looks closely at similarities, differences, patterns and change.</p> <p>Learning walk</p> <p>Butterflies - insect lore?</p>	<p>The Gruffalo</p> <p>Hansel and Gretel</p> <p>-Labelling parts of plants</p> <p>-Life cycle of a plant</p> <p>-Woodland animals</p> <p>-Minibeasts</p> <p>-Discuss summer holidays (PC)</p> <p>ELG - UW</p> <p>PC - knows similarities and differences between themselves and others; and among families, communities and traditions.</p> <p>The World - knows about similarities and differences in relation to places, objects, materials and living things; talk</p>	<p>Somebody swallowed Stanley?</p> <p>Sharing a shell</p> <p>Rainbow fish</p> <p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>-Identifies daily weather patterns.</p> <p>- Name and locate 5 oceans</p> <p>- Physical and human feat of the seaside</p>	<p>Twisted: Jack and the beanstalk, The three little pigs</p> <p>Locational knowledge</p> <p>Human and physical geography</p> <p>Geographical skills and fieldwork</p> <p>-Houses around the world- why are they different?</p> <p>-Animals in the UK forests- recap UK areas</p> <p>United Kingdom, Great Britain, England - London, Scotland - Edinburgh,</p> <p>Wales - Cardiff, Northern Ireland - Belfast, English Channel, North Sea, Irish Sea, Atlantic Ocean, North,</p>

		<p>about features of own immediate environment and how environments may vary.</p> <p>Walk to the woods</p>	<ul style="list-style-type: none"> <li>-Describes location of features and routes on a map.</li> <li>-Plastic pollution</li> <li>-Uses 4-point compass directions.</li> <li>-Uses directional language appropriately.</li> <li>-Uses aerial photos and plans to recognise landmarks and basic human and physical features.</li> </ul> <p>Cliff, sea, beach, pier, North, South, East, West, near, far, left, right, symbols, key</p> <p>Sea-life centre</p>	<p>South, East, West, near, far, left, right, symbols, key</p> <p>Year 2 residential trip</p>
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