



ELG:

Children at the expected level of development will:

- 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.
- 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 and changing states of matter.

At Stokesley Primary Academy pupils are taught:

- To explore the natural world around them and show confidence in sharing thoughts and ideas about what they see, hear and feel.
- The knowledge and vocabulary about their immediate environment and contrasting environments through observation, discussion, stories, non-fiction texts and maps.
- The skills needed to describe and express opinions about places.
- To interpret symbols which represent features of places and different types of weather.
- To begin to draw their own simple maps.
- To name places of significance.

Links to the National Curriculum	2 year olds learn to:	Nursery learn to:	Reception learn to:
Locational Knowledge	<ul style="list-style-type: none"> ▪ Name a place – Nursery, park, outside (Outdoor area). 	<ul style="list-style-type: none"> ▪ Name a place – beach, shop, home. ▪ Talk about a place they have visited. ▪ Develop pretend play (C&L). 	<ul style="list-style-type: none"> ▪ Explore the natural world around them. ▪ Name the town and country in which we live. ▪ Name a contrasting location, such as Africa and Antarctica. ▪ Talk about the characteristics of places studied.
Place Knowledge	<ul style="list-style-type: none"> ▪ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available (PSE). ▪ Find ways of managing transitions, for example from their parent to their key person (PSE). ▪ Develop pretend play (C&L) 	<ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community (PSE). ▪ Develop pretend play (C&L). ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> ▪ Understand that some places are special to members of their community. ▪ 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.

Links to the National Curriculum	2 year olds learn to:	Nursery learn to:	Reception learn to:
Human and Physical Geography	<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Use a wider range of vocabulary (C&L) 	<ul style="list-style-type: none"> ▪ Use all their senses in hands-on exploration of natural materials. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Use a wider range of vocabulary (C&L). ▪ Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> ▪ Understand the effect of changing seasons on the natural world around them. ▪ Learn and use new vocabulary (C&L). ▪ Understand that a map is a picture of a place. ▪ Draw information from a simple map. ▪ Use knowledge from stories and first hand experiences to create 'story maps' of journeys.
Geographical skills and fieldwork	<ul style="list-style-type: none"> ▪ Explore and respond to different natural phenomena in their setting and on trips . ▪ Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. ▪ Listen and respond to a simple instruction (C&L). ▪ Start to develop conversation (C&L). ▪ Listen to simple stories and understand what is happening, with the help of the pictures (C&L). ▪ Understand simple questions about 'who', 'what' and 'where' (C&L). ▪ Complete inset puzzles (M). ▪ Know where to place equipment within the setting. ▪ Negotiate the setting safely, such as finding a route to the toilet, sand area, exit. 	<ul style="list-style-type: none"> ▪ Understand 'why' questions (C&L). ▪ Be able to express a point of view (C&L). ▪ Can start a conversation with an adult or a friend and continue it for many turns (C&L). ▪ Use talk to organise themselves and their play (C&L). ▪ Understand position through words alone – for example, "The bag is under the table," – with no pointing (M). ▪ Describe a familiar route (M). ▪ Discuss routes and locations, using words like 'in front of' and 'behind' (M). ▪ Experiment with their own symbols and marks (M). ▪ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' (M). ▪ Know where to place equipment within the setting. ▪ Negotiate the setting safely, such as finding a route to the toilet, sand area, exit. 	<ul style="list-style-type: none"> ▪ Describe what they see, hear and feel whilst outside. ▪ Understand how to listen carefully and why listening is important (C&L). ▪ Ask questions to find out more and to check they understand what has been said to them (C&L). ▪ Articulate their ideas and thoughts in well-formed sentences (C&L). ▪ Describe events in some detail (C&L). ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L). ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills (M). ▪ Describe the position of objects, using words such as in, under, next to, in between (M). ▪ Know where to place equipment within the setting. ▪ Negotiate the setting safely, such as finding a route to the toilet, sand area, exit.