

UTW- Geography	Development Matters- 3-4 years 3-4 years	<p><b>People, Culture &amp; Communities</b> Name and describe people who are familiar to them.</p> <p>Name the village of Malpas, where they live.</p> <p>Talk about what they see using a wide range of vocabulary.</p> <p>Visit bakery in Malpas.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p>	<p><b>People, Culture &amp; Communities</b> Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><b>People, Culture &amp; Communities</b> Recognise some environments that are different from the one in which they live- London.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><b>People, Culture &amp; Communities</b> Contrasting cold area- Antarctic- look closely at penguins- different sizes</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><b>People, Culture &amp; Communities</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Look at where bears live in the world.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>	<p><b>People, Culture &amp; Communities</b> Learn from visitors of various occupations inc. a plumber, farmer, vet, member of emergency services, author</p> <p>Talk about differences and similarities between themselves and people in their local community.</p> <p>Name and identify some different types of weather- rainy, windy, cloudy, sunny- ongoing</p> <p>Talk about what they see using a wide range of vocabulary.</p>
		<p><b>3-4 years Observational Checkpoint:</b> Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?</p>					
UTW- Geography	Development Matters- Reception	<p><b>People, Culture &amp; Communities</b> Autumn walk around village.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them e.g., police, fire service, doctors, teachers, shop staff, hairdressers.</p> <p>Talk about where we live- homes</p>	<p><b>People, Culture &amp; Communities</b> Find out about the Scottish flag and St. Andrew's Day- 30<sup>th</sup> November</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Name and identify some different types of weather- hail, snow, thunderstorm, blustery, temperature, hot/cold, appropriate clothing.</p>	<p><b>People, Culture &amp; Communities</b> Contrasting cold climate- Arctic.</p>	<p><b>People, Culture &amp; Communities</b> Find out about the Welsh flag and St. David's Day- 1<sup>st</sup> March</p> <p>Find out about the Irish flag and St. Patrick's Day 17<sup>th</sup> March</p> <p>Draw imaginary maps from pirate topic.</p>	<p><b>People, Culture &amp; Communities</b> Can I explore, notice and describe things in my local environment?</p> <p>Can I talk about where I live (address) and how I travel to school?</p> <p>Draw map of immediate environment.</p> <p>Find out about the English flag and St. George's day</p>	<p><b>People, Culture &amp; Communities</b> Contrasting hot climate location- Africa.</p> <p>Identify similarities and differences between life in Malpas and life in Africa.</p> <p>Identify typical weather in Summer.</p>
		<p><b>Early Learning Goals- Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					