



**Geography – Reception – Medium Term Plan
Unit 1: Exploring Maps**



Activity	Learning Objective	EYFS Outcomes – Development Matters	Vocabulary		Resources
One: Pirate Map Bingo	To find and name familiar features on maps.	Understanding the World - Draw information from a simple map. - Recognise some environments that are different from the one in which they live.	- Feature - Feature names - Find - Identify - Look	- Map - Pirate - Search - Treasure	- Coloured pencils or felt tips. - Counters and a pot or container in which to put them. - Table set up with all the equipment easily accessible to encourage independent exploration.
Two: Our School from Above	To consider shapes and positions of features when making a map.	Understanding the World - Draw information from a simple map. Mathematics - Select, rotate and manipulate shapes to develop spatial reasoning skills.	- Above - Aerial - Bird’s eye view - Feature - Feature name - Find	- Identify - Look - Look down - Map - Photograph - Search	- A selection of coloured paper shapes. - Glue sticks - Pencils
Three: Let’s build a map!	To build and describe a model of a familiar place.	Understanding the World - Draw information from a simple map. - Understand that some places are special to members of their community.	- Bank - Building - Car park - Church - City - Field - House - Lake - Mosque	- Park - Post office - River - Road - School - Town - Village	- Provide resources to enable the children to build a 3D map.
Four: Creating journey sticks	To describe a journey using found objects as prompts.	Understanding the World - Draw information from a simple map. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explore the natural world around them, making observations and drawing pictures of animals and plants.	- Direction - Find - Identify - Journey - Look - Map - Objects	- Path - Route - Search - Feature names - Natural object names - Positional and directional language.	- Sticks - String - A bag - Pencils, paper and crayons - A pre-prepared journey to stick.

<p>Five: Investigating maps</p>	<p>To explore a range of maps.</p>	<p>Understanding the World - Draw information from a simple map.</p>	<ul style="list-style-type: none"> - Above - Aerial - Bent - Bird's eye view - Circles - Curved - Map - Feature - Feature names - Find 	<ul style="list-style-type: none"> - Identify - Lines - Look - Look down - Round - Search - Straight - Stripes - Wavy - Zig zag 	<ul style="list-style-type: none"> - A selection of maps such as: A-Z street maps, town maps, OS maps, google map print-outs or attraction maps. - Highlighters, crayons and pencils. - Scissors and glue sticks. - Plain paper.
<p>Six: Map Making</p>	<p>To apply their knowledge of maps to make their own.</p>	<p>Understanding the World - Draw information from a simple map.</p>	<ul style="list-style-type: none"> - Above - Aerial - Bird's eye view - Feature 	<ul style="list-style-type: none"> - Feature names - Look down - Map - Place 	<ul style="list-style-type: none"> - A large, simple map drawing of your local area. You could create your own or use a google map printout. - Scissors - Glue sticks - Pencils - Crayons



Geography – Reception – Medium Term Plan
Unit 2: Outdoor Adventures



Activity	Learning Objective	EYFS Outcomes – Development Matters	Vocabulary	Resources
One: Nature catchers	To use the senses to explore natural materials.	Understanding the World - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	- Flower or tree names - Natural objects names (e.g., leaf, flower, twig, bark, feather, seed, etc.) - Senses words (e.g., smell, touch, feel, sound, look, colour, soft, hard, etc.). -	- A large plastic tray - Natural resources with a variety of smells, textures and colours for the children to explore. - Sheets of sticky back plastic (pre-cut A5 size) - Thick paper or cardboard frames.
Two: Observational painting	To make observations of natural materials in the world	Understanding the World - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	- Adjectives - Colour names - Look - Notice - Observe - See	- A bag to collect natural objects whilst walking. - A display of natural, seasonal objects. - A beautiful or interesting vase, bowl, tray to display objects. - Additional seasonal objects you'd like the children to focus on. - Poster paints, acrylics or water colours. - Paint brushes of different sizes - Pots of water - Trays to enable colour mixing - Paper - Inspirational examples of observational painting.
Three: Exploring the weather	To describe the effects of different weather conditions.	Understanding the World - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them.	- Weather adjectives – soft, hard, wet, etc. - Weather words – sun, rain, wind etc.	Resources for exploring the following weather: - Rain – shallow pots or trays, magnifying glasses, sticks, pens, paint, tape. - Snow – Pipettes, paintbrushes, paint, water, pots of water and paints. - Sun – Chalk, water painting resources. - Wind – ribbon, sticks, bubbles.

<p>Four: Senses in nature</p>	<p>To use the senses to observe and talk about experiences whilst outside.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> - Natural object names – acorn, leaf twig, etc. - Senses words – look, feel, soft, hard, sour, sweet, etc. 	<p>Resources for exploring each of the senses:</p> <ul style="list-style-type: none"> - Sight – baskets or pots to collect objects, paint sample cards in natural colours. - Sound – Paper, pencils, crayons, outdoor cushions, audio playback devices (optional) - Touch – touch bingo cards, resources to allow the children to attach objects to their card - Taste – herbs, trowels, compost, gloves, watering can. - Smell – selection of herbs, selection of pots, pans, spoons and bottles, access to water.
<p>Five: Exploring the seasons</p>	<p>To begin to notice some of the features of the changing seasons.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> - Autumn - Spring - Summer - Winter - Natural object names - Words related to the senses and the seasons. 	<ul style="list-style-type: none"> - Autumn <ul style="list-style-type: none"> o 2 large plastic trays o Natural objects o Magnifying glasses o Tweezers o Weighing scales o Pots and containers - Winter <ul style="list-style-type: none"> o Sticks to make frost patterns o Bubbles - Spring <ul style="list-style-type: none"> o Natural objects o Pictures of natural mandalas to prompt the children as they create. - Summer <ul style="list-style-type: none"> o Clear plastic cylinders o String o Natural objects
<p>Six: Dress the teddy</p>	<p>To begin to recognise seasonal weather conditions.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> - Autumn - Spring - Summer - Winter - Clothes names - Words related to the senses and the seasons. 	<ul style="list-style-type: none"> - Scissors - Glue sticks - Pencils



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Unit 3: Around the World



Activity	Learning Objective	EYFS Outcomes – Development Matters	Vocabulary	Resources
One: Home or away?	To compare the local environment to other places around the world.	Understanding the World <ul style="list-style-type: none">- Recognise some environments that are different from the one in which they live.- Recognise some similarities and differences between life in this country and life in other countries.- Draw information from a simple map	<ul style="list-style-type: none">- Beach- Building- Church- Desert- Forest- Hill- Mountain- Playground- River- Roundabout	<ul style="list-style-type: none">- Large paper split into 2- Teddy bear- Small bag, rucksack or suitcase- Camera- Google Earth- Print online resources
Two: Bear's UK travels	To compare contrasting places within the UK.	Understanding the World <ul style="list-style-type: none">- Recognise some environments that are different from the one in which they live.- Draw information from a simple map	<ul style="list-style-type: none">- City- Countryside- Farm- Field- Village- Weather	<ul style="list-style-type: none">- Teddy bear- Variety of materials in the continuous provision: Blocks, cardboard, natural materials, coloured paper, scissors, glue, crayons, paint, fabric, small figures, clay/playdough.
Three: City of Countryside?	To recognise the difference between city and countryside environments.	Understanding the World <ul style="list-style-type: none">- Recognise some environments that are different from the one in which they live.	<ul style="list-style-type: none">- Bus stop- Church- City- Cottage- Countryside- Flats- Lamp post- Pond- Post box- Tractor	<ul style="list-style-type: none">- Scissors- Glue sticks- Link to BBC – Cities, town and villages
Four: Exploring World Landscapes	To compare different landscapes around the world.	Understanding the World <ul style="list-style-type: none">- Recognise some environments that are different from the one in which they live.- Recognise some similarities and differences between life in this country and life in other countries.	<ul style="list-style-type: none">- Desert- Land- Map- Postcard- Rainforest- Trave- Waterfall- Weather	<ul style="list-style-type: none">- Presentation- Teddy Bear- Large plastic hoops (2 per group)

<p>Five: Desert Explorers</p>	<p>To understand the characteristics of desert environments, including climate and landscape.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> - Recognise some environments that are different from the one in which they live. - Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> - Cactus - Camel - Desert - Explorer - Palm tree - Sand dune - Storm 	<ul style="list-style-type: none"> - Cleo the Completely Fine Camel by Wendy Meddour or a similar book set in a hot, desert climate. - Props for desert role play - Additional images or videos
<p>Six: Polar Explorers</p>	<p>To explore and understand life in a cold place, comparing and contrasting it with our own lives.</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> - Recognise some environments that are different from the one in which they live. - Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> - Blizzard - Explorer - Ice - Polar - Scientists - Snow - Snowstorm 	<ul style="list-style-type: none"> - Antarctica: A Continent of Wonder or a similar book set in a cold, polar climate. - Props for polar role play - Additional images or videos