

Early Years Outcomes for UW – People, Culture and Communities (Geography):

Nursery: 3 and 4 year olds

Understanding the world

Use all their senses in hands-on exploration of natural materials.

Talk about what they see, using a wide vocabulary.

Show interest in different occupations.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Physical development:

Go up steps and stairs, or climb up apparatus, using alternate feet.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Reception: Children in Reception

Understanding the World:

Talk about members of their immediate family and community.

Draw information from a simple map.

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.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

Physical Development:

Progress towards a more fluent style of moving, with developing control and grace.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

ELGs:

People Culture and Communities:

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, non-fiction texts and (when appropriate) maps.

The Natural World:

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Nursery Cycle 2 UW- People, Culture and Communities 2024– 2025		
Autumn	Spring	Summer
Traditional Fairy Tales - Simple maps and routes. Exploring the immediate school environment including the use of the woods. Daily weather (throughout the whole year to reinforce).	Wonderful World Simple maps and directions, travel, places, communities and tourist attractions. Looking after our world (pollution / eco friendly).	Mini-beasts and living things - Exploring local environment for mini-beasts.
Seasonal change – all year ...how it effects people and places. Daily weather (throughout the whole year to reinforce).		

Reception Cycle 2 UW- People, Culture and Communities 2024 – 2025		
Autumn	Spring	Summer
Our communities and homes. Exploring the immediate school environment including the use of the woods. Daily weather (throughout the whole year to reinforce). Children to investigate the changes in the seasons.	Children to investigate the changes in the seasons. Our wonderful world – Including simple maps and directions, travel to places, communities and tourist attractions. Environmental changes – Looking after our world and school community.	Children to investigate the changes in the seasons. Exploring the local environment for minibeasts including visits to the woods.

