



Ashleigh Primary School and Nursery Geography in EYFS

Phase	Development Area		Target	How We Do It
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> Reminders of rules and expectations every day Ashleigh 3 Reminders Ashleigh STARS Lining up for lunch Local walk (curriculum) Discussing routes to the farm and around school Outdoor activities Teaching of 2 and 3 step instructions Talking tins used for instructions
	Physical Development		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. Use all their senses in hands on exploration of natural materials 	<ul style="list-style-type: none"> fine motor skills Problem solving in everyday activities Role play props. Outdoor area for sand and water play
	Understanding the World		<ul style="list-style-type: none"> Understand and respect the natural world and all living things know that there are different countries in the world and talk about experiences from photographs or real live. 	<ul style="list-style-type: none"> raising chicks in the classroom gardening tasks and activities sharing news on Tapestry story telling creative directed activities
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different experiences. 	<ul style="list-style-type: none"> Everyday encouragement and support Ashleigh Values used to reinforcement Story telling
	Physical Development		<ul style="list-style-type: none"> Develop their small motor skills 	<ul style="list-style-type: none"> iPads, cameras, etc. used to develop motor skills Non-technological activities used Motor skills intervention used (Funky Fingers)
	Understanding the world		<ul style="list-style-type: none"> Draw simple information from a simple map recognise some similarities and differences between life in this country and life in other countries explore the natural world around them recognise some environments are different to the one in which they live 	<ul style="list-style-type: none"> outdoor play areas, farm and forest story maps journey maps and storytelling from them assemblies seasonal observations raising chicks and frogspawn
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<ul style="list-style-type: none"> Ashleigh Values Small group work using technology PSHE curriculum Adult modelling this behaviour consistently Three Reminders Ashleigh STARS

	Understanding the world	People, culture and communities	<ul style="list-style-type: none"> • describe their immediate environment using knowledge from observation, discussion and 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, and (where appropriate) maps 	<ul style="list-style-type: none"> • talk about what they see and they are doing • justify their answers • recognise differences and similarities
		The natural world	<ul style="list-style-type: none"> • know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learnt in class. • understand some important processes and changes in the natural world around them including the seasons. 	<ul style="list-style-type: none"> • Recognise Ashleigh school and its presence in the community • identify features in and around the school (physical and human aspects) • predict simple changes in the weather • recognise seasonal cues • use maps and other visual clues to recognise places around the world