

Geography



EYFS - The World - links to Sustainable Travel

<p>Objectives: Early Learning Goal 14 The world: To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>Related areas of learning: CL - To use the vocabulary of the local environment PD – development of Gross Motor skills through using bicycles and scooters which they may or may not use when coming to school UW – Understanding that rules keep us safe when we are out and about</p>	<p>Key Questions / Vocabulary Journey, travel, safe, notice, look, roads, buildings, woods, hill, stream, fields, car, bike, scooter, bus, walk. What do you see when you walk, cycle, are driven to school? What do you like/dislike? What do you have to do to keep safe when walking, driving, and cycling?</p>
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<p>Oral and Mental Ask the children if they know where they live: which town, street.</p> <p>Read or watch Follow My Leader by Emma Chichester Clark https://www.youtube.com/watch?v=riBV5ycmE44 A young boy goes on a journey through different nearby places.</p> <p>Main Teaching Session (Links to the science lesson): How can we travel to ...?</p> <p>Woods, hill, stream, steps, fields, stile, garden, home, inside, outside</p> <p>Which features on our journey have been made, which are natural?</p> <p>Plenary What natural and manmade features are in our environment?</p>	<p>Adult led / focussed activities</p> <p>Identifying physical (natural) features in the environment – can range from general e.g. flowers, plants, trees etc. to specific e.g. tulips, apple trees, lilies etc.</p> <p>Use big sheets or rolls of paper – children draw the natural features that they see on the way to school.</p> <p>Where are they in relation to the road, street, pavement etc.?</p> <p>How well are they looked after? How might they change? How do they compare to those in the story?</p> <p>Annotate what the children say.</p>	<p>Exploring & Applying</p> <p>Small vehicles and road maps. What route are you taking? What can you see?</p> <p>Construction – what man made features can be made, houses, garages, bus stops.</p> <p>ICT http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf BE SEEN BE BRIGHT GAME</p> <p>Painting – scenes from the environment in which they live.</p> <p>Gross motor - bikes and scooters. Encourage stopping, looking and then proceeding.</p>	<p>Assessment Opportunities</p> <p>The children can describe parts of their journey and the features they might see.</p> <p>The children can describe what they have made and can compare it to those in their environments.</p> <p>The children can describe what they have painted and how they compare to those in the story.</p> <p>The children describe what they have seen and how they can keep safe.</p> <p>The children describe what they have painted and how they compare to those in the story.</p> <p>The children can say if they went backwards, forwards, round and round.</p>
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Resources:

Book title: **Follow My Leader**, Author: **Emma Chichester Clark**, Publisher & date of publication: **Harper Collins 2001**, ISBN: **978-0-00-664760-7**
Or <https://www.youtube.com/watch?v=riBV5ycmE44>
Construction kits, Vehicles, Road mat, Painting equipment, Rolls or large sheets of paper, Pictures of cars, scooters, cycles, children walking.
Gross motor equipment
Downloadable poster from http://think.direct.gov.uk/education/early-years-and-primary/docs/traffic_poster.pdf

Next Steps: To think about Road Safety messages in Design and Technology