

EYFS Autumn 1 - UTW – [Once Upon a Time] (Parbold & London)

VOCABULARY		FOCUS TEXTS	READING LINKS	WRITING
Tier 2 Transport Difference	Tier 3 City Village Rural Town Farm Tally chart	<ul style="list-style-type: none"> A Walk in London by Salvatore Rubbino All Aboard the London Bus by Patricia Toht Kate in London by James Mayhew 		<ul style="list-style-type: none"> Create a map of our local area- initial sounds of the different things Write your name on your map/work What sounds do the different places begin with? Can you write the sounds?
UTW ESSENTIAL KNOWLEDGE AND UNDERSTANDING :			CURRICULUM LANDING POINTS:	
<ul style="list-style-type: none"> Children know that they go to school in a village called Parbold Children know that a village is rural Children know the key features of their village and what is around them (shops, library, farms, fields, canal, school, church etc.) Children know the types of transport in Parbold. Children know how to record and interpret a tally chart Children know that London is a city Children know that London is far away from Parbold and you would need to catch train or drive to London Know that in London there are museums, art galleries, Buckingham Palace, offices, River Thames, The Shard, the tube, red buses Children know that a city is a very large town with lots of people, traffic and is very busy Children know that a city is different to a village Children can explain some differences between a village and a city in relation to transport, housing and features learnt during the unit 			Understanding the World: People, Culture & Communities <u>Reception:</u> Draw information from a simple map. Recognise some environments that are different from the one in which they live. <u>ELG:</u> <ul style="list-style-type: none"> 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. 	
EYFS CURRICULAR LINKS		LINKS TO PRIOR OR OTHER LEARNING		RESOURCES
SSM: Use of a tally chart to show the different vehicles we find in Parbold. Number: Use of a tally chart to show what form of transport and vehicles are found in Parbold, which mode of transport is more? Less? Etc. WRI: draw and give meaning to a map of their school, local area or imaginary place EAD: Construct Parbold, London small world and play in role exploring their local area EAD: create a London bus EAD: design a poster for Parbold/London		<u>Prior Learning:</u> Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing 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. <u>Next Stage:</u> Geographical Skills & Fieldwork: Asks simple geographical questions e.g. what is it like to live in this place? Makes maps and plans, Place Knowledge: Name, describe and compare familiar places, link their homes with other places in their community Locational Knowledge: Understand how some places are linked to other places (roads, trains)		<ul style="list-style-type: none"> London transport and landmarks: https://www.youtube.com/watch?v=MuDaua0XSHI Clipboards and map examples Pictures of London landmarks and transport Sorting activity between Parbold and London Small World London set up
WIDER CURRICULUM LINKS				
<ul style="list-style-type: none"> History- Great fire of London in Year 1. Geography – understanding our local environment and what is around us. Use of maps and World Atlas in KS1 and KS2. Maths – use of Tally charts and recording information. 				

Learning plan:

Week	Learning	COEL
Week 1	BASELINE	Playing & Exploring - Finding out and exploring: <i>showing a curiosity about objects and events, showing a particular interest, using senses to explore the world around them when observing their local area)</i> - Playing with what they know: <i>taking on a role of visitor to London/ Parbold in the small world are)</i>
Week 2	BASELINE	
Week 3	BASELINE	
Week 4	Where do I live? What is a village?	Creating & Thinking Critically - Having their own ideas (<i>thinking of their own ideas when designing and creating their own village/ city in the small world area</i>) - Making links between what they have learnt about Parbold and London, this will come through discussions with an adult - Choosing ways to do things <i>making their own village or city.</i>
Week 5	Where is school?	
Week 6	What can we see around our school? – Walk into the village	Active Learning - Keeping on trying <i>children will persist with their build even when they meet challenges and change approach if needed.</i> - Being involved and concentrating <i>children will maintain their focus when building, showing high energy and fascination in the process and test and will pay attention to the finer details of their town or city</i> - Enjoying achieving what they set out to do <i>children will show satisfaction when they complete their build and will be proud of what they have achieved. They will enjoy meeting the challenge with their outcome rather than external praise e.g playing with their own town/ city that they have built</i>
Week 7	What is a city?	
Week 8	Compare London with Parbold.	