



## Learning in EYFS:

### What does Geography look like in EYFS?



The table below outlines the most relevant statements taken from the Early Learning Goals (EYFS statutory framework) and Development Matters (Non-Statutory guidance) to match the NC programme of study for Geography.

The most relevant statements for Geography are taken from the following areas of learning:

- **Prime Area** Communication and Language
- **Specific Area** Understanding the World

Geography		
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment.</li> </ul>
	Communication and Language	<ul style="list-style-type: none"> <li>• Follow an instruction with 3 key words</li> <li>• Use sentences of four to six words – “I want to play with cars” or “What’s that thing called?”</li> <li>• Use sentences joined up with words like ‘because’, ‘or’, ‘and’? e.g “I like ice cream because it makes my tongue shiver.”</li> <li>• Use the future and past tense: “I am going to the park” and “I went to the shop</li> <li>• Answer simple ‘why’ questions?</li> </ul>
	Numeracy	Understand position: under, behind, in front Spatial language : in , on, up, down between, behind , in front
	Understanding the World	Recognise the world as being made of different countries
Reception	Personal, Social and Emotional Development	Think about the perspectives of others.
	Physical Development	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	Communication and Language	<ul style="list-style-type: none"> <li>• Learn new vocabulary</li> <li>• Use new vocabulary in different contexts</li> <li>• Ask questions to find out more and to check they understand what has been said to them.-Teacher Model Who Where When Why</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>

ELG	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>• Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>
	Communication and Language	Listening and speaking	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> </ul>
	Understanding the World	Culture and Communities  The Natural World	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>