

Topic: Holidays**Durham Lane Primary School: Topic Planning Year A**
Term: Summer 2 Year A**Class: Nursery & Reception****Teachers: Mrs Khan & Mrs Guest**

Subjects	Objectives	Key Knowledge	Vocabulary	Skills	Activities/ Tasks
History (People and Communities)	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past. Begin to make sense of their own life-story and family's history. Continue to develop positive attitude about the differences of people. 	<p>To know that things have happened in the past.</p> <p>To know that special times are often shared with families</p> <p>To know that seaside holidays were popular in the past.</p>	<p>Nursery</p> <p>Reception Timeline Popular</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Children talk about past and present events <p>Range and Depth of Historical Knowledge</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own experience. Recognise and describes special times or events <p>Interpretations of history</p> <ul style="list-style-type: none"> Children talk about past and present events <p>Historical enquiry</p> <ul style="list-style-type: none"> Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future Children develop their own narratives and explanations by connecting ideas or events 	<p>Look at seaside holidays from the past. Where were popular seaside holidays? How did people get there? What did they do there? Why were they popular long ago?</p> <p>Home school links- Are there any grandparents or great grandparents that could come into school and talk about the type of holidays they had.</p> <p>Show and Tell activities Circle Time activities SEAL activities- follow SEAL planning</p>
Geography (Understanding the 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 read in class. Draw information from a simple map. Recognise some environments that are different to the one in which they live. 	<p>To know their immediate environment.</p> <p>To be able to compare environments.</p> <p>To be able to talk about features in their environment.</p> <p>To be able to ask questions.</p> <p>To know that we can use different types of transport to reach our destination.</p>	<p>Nursery</p> <p>Reception Local Journey Grounds Destination Different weathers</p>	<ul style="list-style-type: none"> To organise their thoughts and sequence words to speak about events, To compare To recognise own features in the environment To question To connect ideas 	<p>Look at the holidays that the children have experienced and locate these on a map. Where have they been and how did they reach their destination. Have children had holidays in the UK, or has anyone travelled abroad. What types of transport can be used and what would the best ways of travelling be to reach there.</p> <p>Show and Tell (discuss holidays, journeys) Weather maps Daily weather charts.</p>
Science (Understanding the World)	<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, 	<p>To know that there are hot and cold countries.</p>	Nursery	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Show curiosity about objects, events and people (Playing & Exploring) 	<p>Look at differences in time (Day in England/Night in Australia) Hot and Cold countries.</p>

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	<p>including the seasons and changing states of matter</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. 	<p>To understand that there are seasons and that changes happen with the season.</p>	<p>Reception Temperature Measure</p>	<ul style="list-style-type: none"> • Comment and asks questions about aspects of their familiar world <p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> • Use senses to explore the world around them. • Handle equipment and tools effectively. • Select and use technology for a particular purpose • Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and solve problems. <p>Concluding</p> <ul style="list-style-type: none"> • Make links and notice patterns in their experience • Develop their own narratives and explanations by connecting ideas or events 	<p>Look at temperature and how this can be measured. Look at seasonal change- Summer What changes occur. How can summer be compared to other seasons. What can you see?</p>
<p>Art (Expressive Art and Design)</p>	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>To understand what the human face and body look like. To know how to To understand that colours can be used for a purpose and notice the different colours that are used. To be able to draw simple faces and body parts. To be able to build simple structures.</p>	<p>Nursery</p> <p>Reception Primary Secondary Shades Features</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <p>Painting</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Explores what happens when they mix colours • Chooses particular colours to use for a purpose. <p>Texture</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things. <p>Form (sculpture)</p> <ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces, 	<p>Painting faces- look at hair/eye/skin colour. To draw faces and bodies. To design and build their homes. To explore mixing primary colours. To look at which colours to use when colouring or painting.</p>

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