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| **Subjects** | **Objectives** | **Key Knowledge** | **Vocabulary** | **Skills** | **Activities/ Tasks** |
| History  (People and Communities) | •Understand the past through settings, characters and events encountered in books read in class and story telling.  •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  •Talk about members of their immediate family and community.  •Name and describe people who are familiar to them.  •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. | To know that things have happened in the past.  To know that special times are often shared with families  To know that special times can be marked in similar and different ways. | **Nursery**  **Reception**  Family tree  History  Feelings  Emotions  Similarity  Differences  Sequence | **Chronological Understanding**   * Children talk about past and present events   **Range and Depth of Historical Knowledge**   * Remember and talk about significant events in their own experience. * Recognise and describes special times or events   **Interpretations of history**   * Children talk about past and present events   **Historical enquiry**   * 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 | Show and Tell activities  Special bag- create a special bag and discuss in class.  Circle Time activities  SEAL activities- follow SEAL planning  Family Tree/photos  Baby photos/ how I’ve changed  Different to Year B??? |
| Geography  (Understanding the World) | •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. | To know their immediate environment.  To be able to compare environments.  To be able to talk about features in their environment.  To be able to ask questions. | **Nursery**  **Reception**  Address  Local  Journey  Grounds  Landmarks  Different weathers | * 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 | Where do I live? Look at address  Local landmarks  Journey to School – map  School grounds – simple map  Show and Tell (discuss holidays, journeys)  Weather maps  Daily weather charts.  Homes around the world. |
| Science  (Understanding the World) | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter  •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. | To be able to understand parts of their body and its uses.  To know what the senses are and how they are used.  To know that the senses are useful and give us information.  To understand that humans grow and change.  To understand that our abilities change as we get older.  To understand that there are seasons and that changes happen with the season. | **Nursery**  **Reception**  Senses  Name 5 senses  Observation  Explore  Description  Capacity | **Asking Questions & Planning Enquiries**   * Show curiosity about objects, events and people (Playing & Exploring) * Comment and asks questions about aspects of their familiar world   **Testing, Measuring & Recording**   * 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.   **Concluding**   * Make links and notice patterns in their experience * Develop their own narratives and explanations by connecting ideas or events | My Body- looking at parts of the body and their uses.  Look at how humans grow and develop sequencing.  What they could do as a baby and what they can do now.  Senses- Explore all 5 senses  Autumn walk |
| Art  (Expressive Art and Design) | •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.  Draw with increasing complexity and detail, such as representing a face with a circle and including details. | 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. | **Nursery**  **Reception**  Primary  Secondary  Shades  Features | **Drawing**   * Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.   **Painting**   * Explores colour and how colours can be changed. * Explores what happens when they mix colours * Chooses particular colours to use for a purpose.   **Texture**   * Beginning to be interested in and describe the texture of things.   **Form (sculpture)**   * Constructs with a purpose in mind, using a variety of resources. * Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces, | 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. |