

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Past and Present People, Culture and Communities)	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and story telling.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Continue to develop positive attitude about the differences of people.</li> </ul>	<ul style="list-style-type: none"> <li>To know that some events that happened in the past are still significant today.</li> <li>To know that some things were different in the past and some things are similar.</li> <li>To know who your family are and that they are special.</li> <li>To know how people have celebrated events over time.</li> <li>To know that Celebrations often involve traditions that have common elements, eg food, presents, ceremonies.</li> <li>To know that we have special times in our own past.</li> <li>To know that people celebrate different things.</li> <li>To know that people celebrate in different ways and this is acceptable.</li> <li>To know that some places are special to different people.</li> </ul>	<p><b>Nursery</b></p> <p>Past Present Celebration Same Different Family Wedding Birthday Christmas Safety Danger Church Gift Vicar</p> <p><b>Reception</b></p> <p>Tradition Past Community Belief Christian Jewish Muslim Diwali Eid Hannuka Ramadan Diwali Plot Demon Banished Remembrance Worship Mosque Temple Synagogue</p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events</li> </ul> <p><b>Range and Depth of Historical Knowledge</b></p> <ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience.</li> <li>Recognise and describes special times or events</li> <li>Recognise similarities and differences between themselves and others</li> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events.</li> <li>Children understand that some places are special to members of their community.</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>Children develop their own narratives and explanations by connecting ideas or events</li> </ul>	<p>Bonfire night – The Guy Fawkes Story and sequencing. Significance of the bonfire and fireworks. Fire work art. Fire safety.</p> <p>Diwali – Read the Story – puppet show make clay diwa lamps and paper lanterns. Diwali is a Hindu and Sikh celebration.</p> <p>Remembrance – soldiers and why we wear poppies - poppy art.</p> <p>Weddings we have been too – Special clothes – bake a wedding cake. Church and the role of the vicar. Read Scarecrow's Wedding</p> <p>Birthdays – our special times, make birthday cards, hold a birthday party, make party food and decorations.</p> <p>Christmas – Read, role-play and write about the Christmas story. Discuss why Mary rode on a donkey. Gift giving, social gathering and the Chruch. Letters and lists.</p> <p>Eid is celebrated by Muslims.</p> <p>What is Ramadan? Why do people give to charity – Zakah? Going to the mosque.</p> <p>Hanukkah – Jewish festival of light – How do Jews celebrate?</p> <p>Anything different in N to Year B?</p>

Geography	Objectives may be covered as child's interests pursued.				
Art Creating with materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore colour and colour-mixing.</li> <li>• Remember and sing entire songs.</li> </ul>	<p>To know how to explore and experience working with a range of materials.</p> <p>To be able to use and understand the use of pattern in everyday objects.</p> <p>To know how to use colour for a purpose.</p> <p>To know how to use paint and mix colours.</p> <p>To know that materials can be joined and attached in different ways to create something new.</p> <p>To know that different effects can be created using different resources, eg print, chalks, patels and paint.</p> <p>To know that work can be revisited to develop an idea further.</p> <p>To know how to sing in tune matching the pitch and melody.</p> <p>To know a simple story.</p> <p>To know how to create and draw simple pictures.</p> <p>To know simple songs.</p>	<p><b>Nursery</b></p> <p>Paint Brush Print Draw Pencil Stick Join Create Pretend (primary and secondary colours) Mixing Sing High Low</p> <p><b>Reception</b></p> <p>Attach Smudge Effect Improve Create Shades Characters Lighter Darker Textures Collage Melody Pitch</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials to draw. To be able to control a pencil and form shapes.</li> </ul> <p><b>Form (sculpture)</b></p> <ul style="list-style-type: none"> <li>• Children show an interest in a range of paintings and sculptures, trying to recreate some of them.To use simple tools and techniques, eg, scissors, cellotape dispenser,printing blocks.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• To recognise, create and describe patterns.</li> <li>• To explore pattern in the environment</li> </ul>	<p>To make a puppet show about Rama and Sita. Make clay diwa lamps. Make paper lanterns. Design and make Rangoli patterns using a range of textures. Fire work art. Poppy art. Christmas arts and crafts Print wrapping paper - patterns Greeting cards Decorations Islamic Art- patterns Designing wedding outfit</p>