

Topic: Heroes and Heroines**Durham Lane Primary School: Topic Planning****Term:Spring 1 Year A****Class: Nursery & Reception****Teacher:Mrs Guest & Mrs Khan**

Subjects	Objectives	Key knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Understanding the World)	<ul style="list-style-type: none">Comment on images of familiar situations in the past.Talk about the lives of people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books, read in class and storytelling.Show interest in different occupations.	<ul style="list-style-type: none">To know that there are different occupations.To understand that things change over time.To know that people have different roles in society.To know the roles of people they know and some people in the local community.To know more about how the roles of people in the community have changed over time.	Nursery Reception History Past Present Community Roles	Chronological understanding •Children talk about past and present events Interpretations of history •Children talk about past and present events Historical enquiry •Children develop their own narratives and explanations by connecting ideas or events.	<p>Compare the role of a Police officer from the past to what they do now. Look at uniform, resources, transport. Compare the role of a Fire Fighter from the past to what they do now. Look at uniform, resources, transport.</p> <p>Possibly invite a retired person from the services who can talk about their role and how it has changed</p>
Geography (Understanding the World)	<ul style="list-style-type: none">Draw information from a simple map	<ul style="list-style-type: none">To know what a map is and what it is used for.	Nursery Reception Map Environment Local National	<ul style="list-style-type: none">To talk and comment about features in the environment.To recognise similarities and differencesTo understand a simple map	<p>Winter- observe and compare to previous season. Winter walk Explore outdoors using all 5 senses. Look at local maps and highlight where the emergency services are located. How far are they from our school? How long would it take for them to get to our school?</p> <p>Visit a local Fire Station</p>
Science (Understanding of the World)	<ul style="list-style-type: none">Understand some important processes and changes in the natural world around them, including the seasons and changing states of matterUnderstand 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.	<ul style="list-style-type: none">To know that the senses are useful and give us informationTo understand that there are seasons and that changes happen when the season changes.To know that water changes and freezes when it is very cold.To know that ice changes and melts when it is warmed up.	Nursery Touch Taste Smell Hear See Winter Hot Warm Cold Change Weather Ice	Asking Questions & Planning Enquiries <ul style="list-style-type: none">Comment and asks questions about aspects of their familiar worldShow curiosity about objects, events and peopleQuestion why things happenChoose the resources they need for their chosen activities: Testing, Measuring & Recording <ul style="list-style-type: none">Use senses to explore the world around them.	<p>Winter Walk – observing changes in the school yard. Recording changes at Winter time. Winter clothing, Winter small world play, Winter art. Observe and discuss melting and freezing. Rescue toy animals trapped in ice. Hot and cold.</p> <p>Fires? Hoe are these put out? What can we use to put a fire out? Look at different types of fires.</p>

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			<p>Frost</p> <p>Reception</p> <p>Senses Explore Natural Seasons Melting Freezing Temperature Minus Experiment Observe</p>	<ul style="list-style-type: none">• Handle equipment and tools effectively.• Select and use technology for a particular purpose• Find ways to solve problems• 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• Develop ideas of grouping, sequences, cause and effect.• Talk about why things happen and how things work.• Look closely at similarities, differences, patterns and change	<p>Investigations? Fingerprints? Evidence?</p> <p>Safety around the home?</p>
Art (Expressive Arts and Design)	<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.• Make use of props and materials when role playing characters in narratives and stories.• Invent, adapt and recount narratives and stories with peers and their teacher.• 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.	<ul style="list-style-type: none">• To know that art can be a form of printing and how patterns can be created.• To know different textures and be able to use them effectively.• To know the use of colour when painting and talk about why they have used certain colours.• To know how to use different objects to represent their play.• To know how to create simple shapes to represent what they are drawing.• To know how to use tools safely.• To know how to use a range of techniques, such as cutting, sticking, rubbing, collage.• To know how to explain what they are doing in simple terms.	<p>Nursery</p> <p>Scissors Glue Join Attach Stick Paint Print Colour Draw</p> <p>Reception</p> <p>Colour mixing Texture Material Creation Similar Different Observation Equipment</p>	<p>Painting</p> <ul style="list-style-type: none">• Children begin to mix the colours they need when painting a picture. They start to talk about what has happened. <p>Texture</p> <ul style="list-style-type: none">• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Printing</p> <ul style="list-style-type: none">• To be able to understand the skill of printing with a range of objects. <p>Pattern</p> <ul style="list-style-type: none">• To explore different shapes that can be created with print.• To experiment printing using natural and man-made objects.	<p>To work on a range of winter art.</p> <p>Create paintings of the different people looked at. Look at the uniform, colours, shapes etc.</p> <p>Design and make 3-D emergency vehicles using a range of materials.</p> <p>Make props to use in the role play area specifically linked to the topic area.</p> <p>Create buildings which can be used for the emergency services using a range of construction equipment.</p>

	<ul style="list-style-type: none">• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.• 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.				
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