

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Past and Present People, Culture 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. 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. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Begin to make sense of their own life-story and family's history. Continue to develop positive attitude about the differences of people. 	<ul style="list-style-type: none"> To know that some events that happened in the past are still significant today. To know that some things were different in the past and some things are similar. To know who your family are and that they are special. To know how people have celebrated events over time. To know that Celebrations often involve traditions that have common elements food, presents, ceremonies. To know that we have special times in our own past. To know that people celebrate different things. To know that people celebrate in different ways and this is acceptable. To know that some places are special to different people. 	<p>Nursery</p> <p>Past Present Celebration Same Different Family Wedding Birthday Christmas Safety Danger Church Gift Vicar</p> <p>Reception</p> <p>Tradition Past Community Belief Christian Jewish Muslim Diwali Eid Hanukah Ramadan Diwali Plot Demon Banished Remembrance Worship Mosque Temple Synagogue</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 Recognise similarities and differences between themselves and others <p>Interpretations of history</p> <ul style="list-style-type: none"> Children talk about past and present events. Children understand that some places are special to members of their community. <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>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 Diwali is a Hindu and Sikh celebration.</p> <p>Remembrance – soldiers and why we wear poppies - poppy art.</p> <p>Christenings we have been too – Special clothes. Church and the role of the vicar.</p> <p>Role play a Christening.</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 Church. 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>
Geography	Objectives may be covered as child's interests pursued.				

<p>Science</p>	<p>Objectives may be covered as child's interests pursued.</p>				
<p>Art Creating with materials</p>	<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"> • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. <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"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • 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. • Explore colour and colour-mixing. • Remember and sing entire songs. 	<p>To know how to explore and experience working with a range of materials. To be able to use and understand the use of pattern in everyday objects. To know how to use colour for a purpose. To know how to use paint and mix colours. To know that materials can be joined and attached in different ways to create something new. To know that different effects can be created using different resources, e.g. print, chalks, pastels and paint. To know that work can be revisited to develop an idea further. To know how to sing in tune matching the pitch and melody. To know a simple story. To know how to create and draw simple pictures. To know simple songs.</p>	<p>Nursery Paint Brush Print Draw Pencil Stick Join Create Pretend (primary and secondary colours) Mixing Sing High Low</p> <p>Reception Attach Smudge Effect Improve Create Shades Characters Lighter Darker Textures Collage Melody Pitch</p>	<p>Drawing</p> <ul style="list-style-type: none"> • To use a range of materials to draw. To be able to control a pencil and form shapes. <p>Form (sculpture)</p> <ul style="list-style-type: none"> • Children show an interest in a range of paintings and sculptures, trying to recreate some of them. To use simple tools and techniques, e.g., scissors, cello tape dispenser, printing blocks. <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>Pattern</p> <ul style="list-style-type: none"> • To recognise, create and describe patterns. • To explore pattern in the environment 	<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</p>