

Subjects	Objectives	Key Knowledge	Vocabulary	Skills	Activities/ Tasks
History (People and Communities)	<ul style="list-style-type: none"> <li>•Understand the past through settings, characters and events encountered in books read in class and storytelling.</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>•Begin to make sense of their own life-story and family's history.</li> <li>•Continue to develop positive attitudes about the differences between people.</li> </ul>	<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 special times can be marked in similar and different ways.</p> <p>To know that things that are special to us may be different to the things that are special to others.</p> <p>To know that our bodies change over time.</p> <p>To know that as we grow we can do things that we couldn't do before</p>	<p><b>Nursery</b>                      Favourite                      Special                      Change                      Grow                      Baby                      Toddler                      Child                      Independent</p> <p><b>Reception</b>                      Family tree                      History                      Feelings                      Emotions                      Similarity                      Differences                      Sequence</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> </ul> <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>• Children talk about past and present events</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>Show and Tell activities                      Special bag- create a special bag and discuss in class.                      Circle Time activities                      SEAL activities- New Beginnings -follow                      SEAL planning                      Family Tree/photos                      Baby photos/ how I've changed</p>
Geography (Understanding the World)	<ul style="list-style-type: none"> <li>•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.</li> </ul> <p>Draw information from a simple map.                      Recognise some environments that are different to the one in which they live.</p>	<p>To know about the different parts of the school building.</p> <p>To know about their immediate environment.</p> <p>To know what an address is.</p> <p>To know what a map is used for.</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><b>Nursery</b>                      School                      Playground                      Classroom</p> <p><b>Reception</b>                      Address                      Local                      Journey                      Grounds                      Landmarks                      Different weathers</p>	<p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• To organise their thoughts and sequence words to speak about events,</li> <li>• To compare</li> <li>• To question</li> <li>• To connect ideas</li> <li>• To explore the natural world about them.</li> <li>• To describe what they see, hear and feel outside.</li> <li>•</li> </ul> <p><b>Drawing maps</b></p> <ul style="list-style-type: none"> <li>• To recognise own features in the environment</li> <li>• To create closed shapes with a continuous line and use these shapes to represent objects</li> <li>• To draw with increasing complexity.</li> <li>• To draw information from a simple m</li> </ul>	<p>Settling into school – what does the school building, grounds and Foundation Stage yard look like.                      School grounds – simple map                      Journey to School – map                      Where do I live? Look at address                      Local landmarks                      Show and Tell (discuss holidays, journeys)                      Weather maps                      Daily weather charts.                      Homes around the world.</p>
Science					

<p>(Understanding the World)</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> <li>•Understand the effect of changing seasons on the natural world around them.</li> </ul> <p>Explore the natural world around them</p> <ul style="list-style-type: none"> <li>•Use all their senses in hands-on exploration of natural materials.</li> <li>•Talk about what they see, using a wide vocabulary.</li> </ul>	<p>To be able to understand parts of their body and its uses.</p> <p>To know what the senses are and how they are used.</p> <p>To know that the senses are useful and give us information.</p> <p>To understand that humans grow and change.</p> <p>To understand that our abilities change as we get older.</p> <p>To understand that there are seasons and that changes happen with the season.</p>	<p><b>Nursery</b></p> <p>Body part names. Bones Skeleton Care See Hear Touch Smell Feel Loud Quiet Colour Hard Soft Autumn Cold.</p> <p><b>Reception</b></p> <p>Senses Texture Observation Explore Description Capacity Season</p>	<p><b>Asking Questions &amp; Planning Enquiries</b></p> <ul style="list-style-type: none"> <li>• Show curiosity about objects, events and people (Playing &amp; Exploring)</li> <li>• Comment and asks questions about aspects of their familiar world</li> </ul> <p><b>Testing, Measuring &amp; Recording</b></p> <ul style="list-style-type: none"> <li>• Use senses to explore the world around them.</li> <li>• Handle equipment and tools effectively.</li> <li>• Select and use technology for a particular purpose</li> <li>• Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and solve problems.</li> </ul> <p><b>Concluding</b></p> <ul style="list-style-type: none"> <li>• Make links and notice patterns in their experience</li> <li>• Develop their own narratives and explanations by connecting ideas or events</li> </ul>	<p>My Body- looking at parts of the body and their uses.</p> <p>Body jigsaw.</p> <p>Look at how humans grow and develop sequencing.</p> <p>What they could do as a baby and what they can do now.</p> <p>How do we care for a baby?</p> <p>Senses- Explore all 5 senses – sensory activities.</p> <p>Seasonal change -what happens at Autumn time. What clothes do we wear</p> <p>Autumn walk</p>
<p>Art (Expressive Art and Design)</p>	<ul style="list-style-type: none"> <li>•Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>•Share their creations, explaining the process they have used.</li> <li>•Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <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>Join different materials and explore different textures.</p> <ul style="list-style-type: none"> <li>•Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> </ul>	<p>To understand what the human face and body look like.</p> <p>To understand that colours can be used for a purpose and notice the different colours that are used.</p> <p>To be able to draw simple faces and body parts.</p> <p>To represent simply different emotions in a drawing</p> <p>To be able to build simple structures.</p> <p>To know that there are different ways to join materials.</p> <p>To know that when colours are mixed new colours can be created.</p> <p>To know how to create a print.</p>	<p><b>Nursery</b></p> <p><b>Glue</b> Stick Colour names Draw Pencil Crayon Paint Create Print</p> <p><b>Reception</b></p> <p><b>Collage</b> Primary Secondary Shades Features Design</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Explores colour and how colours can be changed.</li> <li>• Explores what happens when they mix colours</li> <li>• Chooses particular colours to use for a purpose.</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>• Beginning to be interested in and describe the texture of things.</li> </ul> <p><b>Form (sculpture)</b></p> <ul style="list-style-type: none"> <li>• Constructs with a purpose in mind, using a variety of resources.</li> </ul>	<p>Painting faces- look at hair/eye/skin colour.</p> <p>Collage faces.</p> <p>Draw faces showing different emotions – linked to the Colour Monster story.</p> <p>Favourite colour collage, 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. Leaf Art, leaf printing, crayon rubbing.</p>

**Durham Lane Primary School: Topic Planning Year B**

**Topic: It's Good To Be Me!**

**Term: Autumn 1**

**Class: Nursery & Reception**

**Teachers: Mrs Khan & Mrs Guest**

	Draw with increasing complexity and detail, such as representing a face with a circle and including details.			<ul style="list-style-type: none"><li>• Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces,</li></ul>	
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