

Subjects	Objectives	Key knowledge	Key Vocabulary	Skills	Activities/ Tasks
History	Objectives may be covered as child's interests are pursued.				
Geography (Understanding of the World)	<ul style="list-style-type: none"> 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 similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> To know that there is a wider world and many countries. To know what a map is and what it is used for. To know that there are similarities and differences in the country in which they live and other countries. To know some features of their own environment and know how other environments are different. 	Reception Map Countries Environment Climate Tropical Similar Different Features	<ul style="list-style-type: none"> To talk and comment about features in the environment. To recognise similarities and differences To understand a simple map 	To look at food that is grown in England and to look at food from different countries eg, India, China, France. Making and tasting different foods. Look at where these countries are on the world map.
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 matter Understand the effect of changing seasons on the natural world around them. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>(Healthy living objectives also covered in Physical Development aspect of EY Framework)</p>	<ul style="list-style-type: none"> To know that the senses are useful and give us information To 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. To know that food gives us energy and helps us to grow. To know that food and water is necessary to life. To know that some food is healthy and some unhealthy. To know that more healthy food should be eaten than unhealthy food. To know that fruit and vegetables are healthy foods. To know that food can come from plants and different parts of plants are eaten. To know where some food and plants are grown. To know that hygiene is important for good health To know that exercise is essential to good health. 	Nursery Touch Taste Smell Hear See Winter Hot Warm Cold Change Weather Ice Frost Fruit Vegetable Healthy Unhealthy Meal Exercise Grow Strong Reception Senses Explore Natural Seasons Melting	Asking Questions & Planning Enquiries <ul style="list-style-type: none"> Comment and asks questions about aspects of their familiar world Show curiosity about objects, events and people Question why things happen Choose 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. 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. Concluding <ul style="list-style-type: none"> Make links and notice patterns in their experience 	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. Healthy food - why do we need food? Sort healthy and unhealthy food. My favourite food. Fruit and vegetables are good for us. Sort fruit and vegetables and sort by where it was grown (tree ground etc). Make a healthy plate. Read Handa's Surprise, Oliver's Fruit Salad and Hungry Caterpillar, Pass the Jam Jim and Chocolate Mousse for Greedy Goose Sort healthy and unhealthy food. Make and serve fruit salad, fruit kebabs, sandwiches & healthy pizza. Cutting, chopping, grating, spreading skills. Create a healthy recipe book. Look at maps and locate the different countries looked at. Hygiene – tooth brushing, hand washing Lucinda & Godfrey - Keeping clean Exercise activities – how do we feel after exercise? PE circuits and team sports. Timed activities.

			<p>Freezing Temperature Minus Experiment Observe</p>	<ul style="list-style-type: none"> • 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>Discuss the importance of sleep. Road Safety - Beep Beep Day.</p>
<p>Art (Expressive Arts and Design)</p>	<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. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • 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. 	<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 different materials can be used for printing. • 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. • To know how to retell simple stories and be able to use story language. 	<p>Nursery Scissors Glue Join Attach Stick Paint Print Colour Draw</p> <p>Reception 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. Make a healthy plate.(Collage) Printing with fruit and vegetables Printing with different textures. Observational drawings of fruit and vegetables. Creating portraits using food. Create a fruit basket using different materials.</p> <p>Artist - Modern: Jason Mecier - mosaic food art Beth Galton – Photographer Giuseppe Archimboldo - fruit faces</p>

Topic: Yummy Scummy in My Tummy

Durham Lane Primary School: Topic Planning Year B
Term: Spring 1 Class: Nursery & Reception

Teacher: Mrs Guest & Mrs Khan

	<ul style="list-style-type: none">• Draw with increasing complexity and detail, such as representing a face with a circle and including details.• Explore colour and colour-mixing.				
--	--	--	--	--	--