

Subjects	Objectives	Key knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Understanding the World)	History objectives may be covered as child's interests are pursued.				
Geography (Understanding the world)	<ul style="list-style-type: none"> Know some similarities and differences between the natural world round them and contrasting environments, drawing on their experiences and what has been read in class. Know that there are different countries in the world and talk about differences they have experienced or seen in photos. 	<p>To know that different places have different characteristics. To know that different places can be represented.</p>	<p>Nursery Setting River Forest Cave Village</p> <p>Reception Environment Features Represent Maps Journey</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Children are encouraged to talk about the features of their own immediate environment and how environments might vary from one another. Children develop their own narratives and explanations by connecting ideas or events <p>Drawing maps</p> <ul style="list-style-type: none"> Children create simple representations of events, objects and people. Children choose different colours for a purpose. 	<p>Story settings - Little Red Riding Hood, Bear Hunt, Billy Goats Gruff, Little Red Riding Hood characters makes their journey into the forest. Three Billy Goats Gruff - Bridges across the river to the green grass. Make story maps and models.</p>
Science (Understand the World)	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use all of 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. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Talk about the differences between materials and the change they notice. 	<p>To know that ingredients change when combined and heated. To know that a bean is a seed from which a new bean plant will grow. To know the simple stages needed to grow a bean plant. To know that indoor plants need to be cared for by an adult in order to grow. To know that plants change over time. To know that when plants grow they usually get bigger, this change can be observed. To know that plants will die and decay. To know that things are made out of different materials. To know that materials are different to one another and can be used in different ways. To know that there can be different kinds of bears.</p>	<p>Nursery Mix Cook Heat Change Plant Grow Seed Life cycle Decay Leaf Material Strong Texture Inside Outside</p> <p>Reception Observe Relation Similarity Difference Senses</p>	<p>Asking Questions & Planning Enquiries</p> <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: <p>Testing, Measuring & Recording</p> <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. <p>Concluding</p> <ul style="list-style-type: none"> Make links and notice patterns in their experience Develop ideas of grouping, sequences, cause and effect. Develop their own narratives and explanations by connecting ideas or events Talk about why things happen and how things work. 	<p><u>Jack and the Beanstalk & The Enormous Turnip.</u> Make salt dough beans - observe changes as mix and cook Plant beans and sunflowers. Sequence actions needed to plant and grow a plant. Observe closely as they grow and change How do you care for a plant. Observe what happens when a plant dies. Measure growth. Collect, observe, discuss and compare leaves. Using senses. What is the same and what is different? Eat different kinds of leaves Look at different seeds. What is the same and what is different?</p> <p><u>The Three Little Pigs</u> Compare different materials. Experience using them to make houses and consider their simple properties Talk about textures.</p> <p><u>Going On A Bear Hunt</u> Use different sources to find out facts about different bears</p> <p><u>The Three Billy Goats Gruff.</u> Make bridges using a range of materials. problem solving. Which made the best bridge and why.</p>

<p>Art (Expressive Arts and Design)</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. <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. • 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. 	<p>To know that ingredients change when combined and heated.</p> <p>To know that a design can be drawn to show how a model will look after it is built.</p> <p>To know tools and resources can be used to join and adjust materials.</p> <p>To know resources can be used to represent ideas and objects.</p> <p>To know that models can be evaluated and added to.</p>	<p>Nursery Collage Decorate Build Construct Add</p> <p>Reception Collage Experiment Create Design Manipulate Enclosure Shades Texture</p>	<p>Exploring/ Evaluating and developing ideas</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. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology, <p>Painting</p> <ul style="list-style-type: none"> • Children develop the skills needed to paint e.g. they are able to mix some colours. • Children can use simple skills when painting a picture or making a model e.g. • They know how to stop the paint from dripping. • Children begin to mix the colours they need when painting a picture. <p>Form (Sculpture)</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary • Constructs with a purpose in mind, using a variety of resources. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance <p>Texture</p> <ul style="list-style-type: none"> • Beginning to be interested in and describe the texture of things • Experiments to create different textures. 	<p>Bean and leaf collage. Shape and decorate magic beans Make house models Collage and paint story settings. Use different textured materials to reflect the landscapes. Cut and stick simple puppets from the stories to retell it. Make masks of the characters. Design and make a basket for Red's food. Evaluate the outcome.</p>
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