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|  | Understanding the World (History) Nursery | | | | | | | |
|  | Development Matters | | | | | | | |
|  | 1. Has a sense of own immediate family and relations. 2. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 3. Learns that they have similarities and differences that connect them to, and distinguish them from, others. 4. Shows interest in the lives of people who are familiar to them. 5. Remembers and talks about significant events in their own experience. 6. Recognises and describes special times or events for family or friends. 7. Shows interest in different occupations and ways of life. 8. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 9. Talks about why things happen and how things work. 10. Developing an understanding of growth, decay and changes over time 11. Enjoys joining in with family customs and routines. 12. Looks closely at similarities, differences, patterns and change 13. **Children talk about past and present events in their own lives and in the lives of family members.** 14. **They know that other children don’t always enjoy the same things, and are sensitive to this.** 15. **They know about similarities and differences between themselves and others, and among families, communities and traditions.** 16. **They make observations and explain why some things occur, and talk about changes.**   Sequence of vocabulary  EYFS - Use vocabulary in context to describe past events such as; yesterday, last week, last night.  Sequence of chronology  EYFS - Understand chronology in their own lives. Preserve memories by recording events in their own lives.  Sequence of learning to understand and use sources of information  EYFS -Remember and talk about significant events in their own experience.  Sequence of recording and writing in history  EYFS – Record and order events from their own lives. | | | | | | | |
|  | Knowledge | | | | | | | Skills |
|  | * Know that children and animals grow and change eg life cycles * Understand that they themselves are different to babies and can do more as they grow * Can talk about what they will do in the future as a grown up * Understand chronology in their own lives   Know that people lived and dressed differently in the past | | | | | | | * Use vocabulary in context to describe past events such as; Once upon a time, yesterday, tomorrow, last week, weekend, last night, this morning, afternoon, evening * Know and use the days of the week * Learn and use vocabulary associated with castles and medieval life in small world play * Remember and talk about significant events in their own experience   Preserve memories by recording events in their own lives |
|  | **Autumn 1** : D4 D5 D6 D3 | | | | | | | Vocab |
|  | Knowledge | | | | Skills | | | Family mum dad brother sister home house nursery once upon a time first next then finally names of the days of the week |
| **Where do I belong?** | Know that we all belong to different families. | | | | Name people in their own families  To understand how they have changed over time.  Use some language of time eg. First, next , then | | |
|  | 1. Linked to transition children talk about significant people own lives. Who’s in your family? Draw family  2. Children to bring in baby photographs. Discuss as they come in. How have you changed? What can you do now that you couldn’t do then?  3. Daily activities sequencing jigsaws. Order daily activities eg- tooth-brushing. Discuss and model language.  4. Children to start to predict what happens next as they get used to Nursery routine. Model visual time table. | | | | | | | |
|  | **Autumn 2 D5 D6** | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | | | **Skills** | | Birthday celebrate Christmas family growing changing First, next, then, now |
| Remember and talk about significant events in the own lives e.g. Birthday  Understand the passing of time. each day, Birthday | | | | | Use some language of past and present.  Be able to identify how they have changed throughout their lives. | |
|  | 1. Introduce daily, days of the week song.  2. Birthdays. Children to share own birthday experiences. Do birthdays happen every day?  3. As children’s birthdays arise. Use the birthday hat. How old are you? First you were 1 and you could x, then you were 2 etc. Highlight the passing of time and how the child has changed. How old will you be on your next birthday? | | | | | | | |
|  | **Spring 1 D12 D16** | | | | | | | Vocab |
| **Who Can Help Us?** | Knowledge | | | | | | **Skills** | Season winter autumn cold clothes hat scarf coat boots ice frozen chilly snow umbrella wear dress warm |
| Know the names of the seasons  Know some key features of the season  Understand that they will get older and grow up.  Know that children grow into adults. | | | | | | Sort the clothes according to the season  Explain why we need to wear different clothes at different times of the year.  Can talk about what they will do in the future as a grown up |
|  | 1. Discuss the change in weather and how it relates to season. What is Winter like? What changes happen?  2. Show children a suitcase and identify clothes suitable for Summer/Winter. Which will keep us warm?  3. Look at pictures of summer and winter. Which is your favorite season? Why? Will it always be winter? Explain the cycle of the seasons.  4. Linked to theme of People who help us- discuss the types of jobs that children’s parents/families do.  5. Will you always be 3? Explain that when I was a little girl, Before I grew up I wanted to be a x Discuss what jobs children would like to do in the future…I would like to be a…. teacher scribe. Draw  6 In Role play encourage children to take on different job roles eg. Builder, vet | | | | | | | |
|  | **Spring 2 D9 D10 D12** | | | | | | | Vocab |
| **Where can we go?**  **How can we get there?** | **Knowledge** | | | **Skills** | | | | Spring, grow, born, warm,  First, then, after, last |
| Know the names of the seasons  To understand that spring comes after Winter.  To understand that babies grow in to adults.  Understand the passing of time. | | | To order and retell an event in chronological order.  Can match baby animals to their parents.  To use vocabulary related to time; minute, day, week, long time | | | |
|  | Link to Easter time. New life.   1. Identify weather changes in spring through our daily song. 2. To know that spring is a time for new growth (plants), and new life (baby animals.) Talk about how our environment changes as the season changes. What have we see? What will happen? 3. Link to journeys. Sequence the main events of the Train ride story using time vocabulary. 4. Use photographs of our own Easter egg hunt. Order. Re-count using time words. | | | | | | | |
|  | **Summer 1** | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | **Skills** | | | | | Grow, grown, growing, change, changing.  Baby, child, adult  First, next, then, finally |
| To understand how they have changed and grown since they were babies.  Know that children grow and change.  Understand chronology in their own lives. | | To use language of past and present.  Be able to identify how they have changed throughout their lives.  Remember and talk about significant events in their own experience. | | | | |
|  | 1. Children to bring in baby photographs. What did I look like then/now? How have I changed? What can I do now that  *I couldn’t do when I was a baby?* 2. *Visit from a new baby?* 3. *Bring in a selection of items.. Sort: Items for a baby/items for a Nursery child.* 4. Invite children to talk about and describe a time that they have been to the sea side. 5. Sequence the process of building a sand castle. What comes first, next, then? | | | | | | | |
|  | **Summer 2** | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | Season, summer, after, change,  Grow, learn, older, younger,  Memory, memories |
| To know some of the features of Summer.  Know that children grow and change. | To record and order events in their own lives (Nursery routine.).  Use vocabulary to describe past events, (When I was new in Nursery.)  Can talk about themselves in the past and future. (beginning Nursery, Transition into Reception), | | | | | |
|  | 1. Discuss the change in weather and how it relates to season. What is summer like? What changes happen? Ongoing daily. 2. Talk about children’s memories of Nursery, Individually, looking through red books. Look how you have changed. Do you remember when. .. 3. Look at photographs of children’s first days in Nursery. Share your memories e.g. I remember when you couldn’t fasten your coat/when you were shy etc. Look how much we have changed and learned. Encourage children to share their own memories. 4. Make a class book ‘A day in Nursery’ to help our new starters in September. Explain that now they are 4 they are too old for Nursery, they have grown up and will be going to Reception class. New, younger children will come into Nursery.   Using photos of the children, sequence a session at Nursery together, e.g., fish, carpet, snack, outside, carpet. What do we do first, next, then, after? | | | | | | | |
|  | **End points**  Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Recognises and describes special times or events for family or friends.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.  Developing an understanding of growth and changes over time | | | | | | | |
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