|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Understanding the World (Past and Present) Foundation 2 | | | | | | | |
|  | Development Matters | | | | | | | |
|  | .   1. Talk about what they see, using a wide vocabulary. 2. Begin to make sense of their own life-story and family’s history. 3. Talk about members of their immediate family and community. 4. Name and describe people who are familiar to them. 5. Comment on images of familiar situations in the past. 6. Compare and contrast characters from stories, including figures 7. from the past. 8. Talk about the lives of the people around them and their roles in society. 9. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 10. Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | | |
|  | 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   Sequence of vocabulary  EYFS - Use vocabulary in context to describe past events such as; yesterday, last week, last night. Prepare for KS1 by using vocabulary associated with castles.  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. Record events in their own lives  Sequence of recording and writing in history  EYFS – Record and order events from their own lives. | | | | | | | * 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** : | | | | | | | 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.  Begin to know that photographs help to preserve memories and record the past.  Know that chronology /order is important when retelling a story  Begin to name daily routines/events on a visual timetable | | | | Talk about people in their own families  Name and describe familiar people  Sequence events from familiar events from a traditional tale  Use some language of time eg. Once upon a time, next , then and finally | | |
|  | 1. Linked to transition children talk about significant people and events in their own lives. Who’s in your family? 2. Children bring in photograph of family and encouraged to use some language of past. 3. Linked to the text of The Little Red Hen – children learn to orally retell story. 4. Discuss the importance of chronology/order when retelling. What happens first, next, finally. 5. Sequence the story of The Little Red hen 6. Introduce the days of the week song as part of daily routine | | | | | | | |
|  | **Autumn 2** | | | | | | | Vocab |
| **Why and how do we Celebrate?** | **Knowledge** | | | | | **Skills** | | Birthday celebrate Christmas family old age bigger growing changing Guy Fawkes long time ago past names of the months |
| Know that Bonfire night is an historical celebration related to events from the past  Name Guy Fawkes  Remember and talk about significant events in the own lives eg. birthday | | | | | Use some language of past and present  Talk about some differences between the past and now  Name the months of the year | |
|  | 1 Introduce months of the year song and sing daily  2 Linked to the celebration of Bonfire Night introduce the historical figure of Guy Fawkes and the events surrounding his capture. Discuss why did Guy Fawkes dress this way?  3 Create Bonfire in small world tray- chn retell events behind the celebration of Bonfire Night  4 Discuss celebration of birthdays. Who has a birthday? How often do we celebrate them? When is your birthday? Who is the oldest in our class/youngest?  5 Invite chn to bring in a photograph of a celebration in their own lives.  6 Share some of the photographs and encourage chn to talk about their own experiences of celebrations | | | | | | | |
|  | **Spring 1 D12 D16** | | | | | | | Vocab |
| **What makes a Place Cold?** | Knowledge | | | | | | **Skills** | Season winter autumn cold clothes hat scarf coat boots ice frozen chilly snow Names of the months umbrella job names grow up bigger wear dress warm  Season month names before after next then |
| Know the names of the seasons  Know some key features of the season  Know that time passes in sequential order  Know and use the names of days of the week  Know and use the names of the months of the year | | | | | | Sort the clothes according to the season  Explain why we need to wear different clothes at different times of the year.  Begin to use vocabulary related to time in context eg yesterday/tomorrow next then |
|  | 1 Discuss the change in season and how it relates to season/ month of the year Read here Comes Jack frost  2 Show chn a suitcase and identify clothes suitable for Autumn/Winter. Which pars of our body will thy keep warm?  3 Model using ICT sorting game- sort the clothes to correspond the season/time of year.  4 | | | | | | | |
|  | **Spring 2** | | | | | | | Vocab |
| **Where Can We Go?** | **Knowledge** | | | **Skills** | | | | First next then later after Neil Armstrong Moon landing rocket rock sun earth astronaut space past now |
| Know that the moon landing is an important historical event  Know that Neil Armstrong was an important astronaut  Recount a first-hand experience  Using appropriate time words eg. First, next then and finally | | | Describe and sequence a first-hand experience  Talk and ask questions about past events  Use language of past  Name Neil Armstrong | | | |
|  | 1. Using the stimulus of The Gingerbread Man story, the children visit the park to look for the missing gingerbread man. 2. Children use images of places in the park to recount and sequence the visit 3. Children retell the visit using appropriate time words First, Next, Then and Finally 4. Children sequence the pictures according to the different times of day. 5. Linked to text: On The Moon discuss the historical event of the moon landing and the name of the astronaut Neil Armstrong 6. Watch footage of the landings and talk about how the event is recorded for us to learn about it. 7. Using small world setting retell the events surrounding the moon landing and practice naming NA | | | | | | | |
|  | **Summer 1** | | | | | | | Vocab |
| **What can grow?** | **Knowledge** | | **Skills** | | | | | Older growing baby bigger change same sitting up crawling walking running adult order |
| Know that children and animals grow and change  Understand that they themselves are different to babies and can do more as they grow  Understand chronology in their own lives | | Use vocabulary related to change then next before after later  Sequence images of lifespan from baby to old person  Record events in their own lives using IPAD | | | | |
|  | 1 Share the text of Once There Were Giants- talk about how we grow and change. Look at the different things the girl could do from sitting up to crawling walking running.  2 Sequence images from the story draw attention to size as the child grows into an adult  3 Invite the children to bring photographs of themselves as babies and explain that we need them to take a picture of themselves now (selfie) to compare it with. Chn supported to take own image using IPAD  4 Encourage the children to talk about the things they can do now that they couldn’t when they were younger. How are they similar/different by comparing their baby and more recent photo. Teacher scribe  5 Link their own growth to the life cycles that we are studying in class. Sequence the life cycle of a butterfly and reinforce the language First next then finally. | | | | | | | |
|  | **Summer 2** | | | | | | | Vocab |
| **Who wants to be beside the sea?** | **Knowledge** | **Skills** | | | | | | Same different summer seaside swimwear bathing machine funfair promenade pier Punch and Judy gramophone |
| Knowledge  To name some similarities and differences between seaside in the past and now  To know some similarities and differences between seaside resorts in the past and now | Skill  To be able to describe and explain differences between the seaside in the past and now. | | | | | |
|  | 1 Share parts of non-fiction text: Seaside Holidays Then and Now and video clips of Seaside holidays in the past (Magic Grandad)  What do the children notice? What is the same as now? What is different?  2 Children help to sort seaside objects from the past/present. How do we know this is from the past? | | | | | | | |
|  | End Point  Early Learning Goal – Pupils talk about past and present events in their own lives and in the lives of family members.  Pupils will have a range of vocabulary to describe past events to prepare them for history learning in Key Stage 1 | | | | | | | |