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| **Autumn: How have I changed since I was a baby?** | |
| **LEARNING OBJECTIVES** | **KEY CONTENT AND SUGGESTED LESSON IDEAS** |
| Children should learn  Characteristics of Effective Learning:  Playing and Exploring engagement  Playing with what they know  Creating and Thinking Critically  Making links  Personal, Social and Emotional Development: Making relationships:  They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  Communication and Language: Listening and attention:  They give their attention to what others say and respond appropriately.  Communication and Language: Understanding:  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  Communication and Language: Speaking:  Uses vocabulary focused on objects and people that are of particular importance to them;  Builds up vocabulary that reflects the breadth of their experiences.  Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  Physical Development: Moving and Handling:  They handle equipment and tools effectively, including pencils for writing.  Mathematics: Shape, space and measure:  Uses everyday language related to time | Read “Once There Were Giants” by Martin Waddell to the children. Discuss changes throughout the story  Using photographs of the children discuss how they have changed since birth.  Create a timeline from birth to present day. |
| **Spring: Why do we wear different clothes at different times of year?** | |
| **LEARNING OBJECTIVES** | **KEY CONTENT AND SUGGESTED LESSON IDEAS** |
| Playing and Exploring engagement  Playing with what they know  Making links  :  They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  They give their attention to what others say and respond appropriately  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  Uses vocabulary focused on objects and people that are of particular importance to them;  Builds up vocabulary that reflects the breadth of their experiences.  Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  They handle equipment and tools effectively, including pencils for writing.  Uses everyday language related to time;  Orders and sequences familiar events;  Measures short periods of time in simple ways.  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;  Enjoys joining in with family customs and routines.  Looks closely at similarities, differences, patterns and change. | Packing suitcases for travel in different seasons.  Looking at the clothes we wear at different times of day.  Use photographs of the children from different points in the year:   * Sequence * Look at the clothing * Children describe how they have changed. |

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| **Summer**  **What are our favourite celebrations each year?** | |
| **LEARNING OBJECTIVES** | **KEY CONTENT AND SUGGESTED LESSON IDEAS** |
| Playing with what they know  Making links  They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  They give their attention to what others say and respond appropriately  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  Uses vocabulary focused on objects and people that are of particular importance to them;  Builds up vocabulary that reflects the breadth of their experiences.  Children express themselves using past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  They handle equipment and tools effectively, including pencils for writing.  Uses everyday language related to time. | What celebrations have we had in school? Look at Learning Journey Display in classroom.  Make a timeline of celebrations  Celebrations at home  It is important that the children have opportunities to share their home life with the other children within the setting. This is best achieved by sharing the festivals/celebrations that the children enjoy at home – some of which will not form part of the setting’s calendar.  Activities will help to show the children that there are a number of **similarities and differences** in the way different occasions are celebrated.  Last half term  In this activity the children can think about the different ways they can find out about the past. It’s an early introduction to thinking about historical sources. Using a pictorial daily menu have activities under each day of the week – display it for a whole week so children can see that different activities happen on different days of the week. |

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| **How will this enquiry help the children to make progress in history**?  These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children’s learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:   * Beginning to use historical based language – language associated with the passage of time; * A sense of uniqueness and of belonging to a community; * Developing a sense of historical enquiry; * Comparison and contrast, similarity and differences, variety; * Historical narrative and sequence and a sense of chronology and duration; * An introduction to handling artefacts and the use of evidence * How this enquiry might be adapted for children of different ages and different abilities? | There are certain key ideas which are important that children of all ages and abilities acquire, namely:   * That times passes in sequential order; * That there are key vocabulary associated with the passage of time; * That time changes us all.   Children could demonstrate a more in-depth understanding of these concepts by:   * More independence in exploring artefacts and using them in their own imaginative play; * Being able to sequence stories * Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others. |