

Key Tasks Overview

Autumn Term		Spring Term		Summer Term	
Marvellous Me	Lights, Camera, Action	Tell Me A Story	Animals in Art	Growing Gardens	Ready, Steady, Go
Locational Knowledge	People and Communities,	Geographical Skills and Fieldwork	Seasonal changes and weather	Geographical Skills and Fieldwork	Seasonal changes and weather
Place Knowledge	Seasonal Changes	People and Communities,	Environmental Changes	Plants	Forces & How Things Work
Animals Including Humans	Their Families	Everyday Materials	Enquiry	People and Communities,	Significant people / events locally
Changes within living memory		Understanding the past through story		Chronology	

Geography Links		RE Links		
Locational Knowledge	Place Knowledge	Seasonal changes and weather	Geographical Skills and Fieldwork	People and Communities, including different religious and cultural communities
<p>Name the school.</p> <p>Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc.</p> <p>Discuss their immediate environment using knowledge from observation, discussion and maps.</p>	<p>Know that there are different countries in the world, using stories and discussions about holidays.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Know the name of the place and street in which they live.</p> <p>Know about a city and how it is different from where they live.</p> <p>Name physical and human features from stories, e.g.</p>	<p>Know the difference between day and night, dark and light.</p> <p>Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy.</p> <p>Know that we wear different clothes for different weather.</p>	<p>Describe what they see using a wide vocabulary.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Use simple maps, recognise water as blue and land as green on the maps.</p> <p>Use physical resources, e.g., floor mats, small world, loose parts to make simple</p>	<p>Enjoy joining in with family customs and routines.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Show interest in different occupations and ways of life indoors and outdoors.</p> <p>Continue developing positive attitudes about the differences between people.</p>

	woods, forest, city, ocean.		representations of maps to identify water / land. Draw simple maps of their environments or linked to stories / curriculum,	
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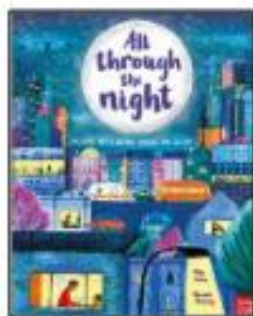
Prompting Questions for deeper thinking

Tell me, where do I need to go to find the library / playground / lunch hall? Which parts of our Nursery can you see on the map? What do you see on your way to school?	Where have you visited / been on holiday? How did you get there? Tell me, what can you see in this photo? What are the buildings like? What is there? What are people wearing? What might I see if I visited London?	How are night and daytime different? What do we do at night that we don't do in the day? Let's look at some pictures of the weather. What can you see? Can you describe what the weather is doing here? Why does Pete need to be in a boat in our story Tidy?	Can you describe what is near your home? Tell me, what can you see on this map? Look at this map of London. Which places did the Queen see when finding her hat?	Tell me about some special times in your family. (Use photos.) How is your family the same as, and different from, other families? What jobs do your family do? (Ask families to send photos in if appropriate.)
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Key Vocabulary

lunch hall, playground, trim trail, library, garden (localise for your school)	place, street, holiday, city, London, difference	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	difference, then, now, old, new	what, how, explore, look, question
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Stories that could unlock this learning include:





Five ideas for enhancements

- Draw / make with blocks a map of where the Queen's hat went.
- Create a map of Mum's bus route. What will we need to have on it?
- Make London landmarks using reclaimed materials. Can we make a city scape?
- Make the city where the girl and her mum and dad live.
- Pretend to be a bus driver, railway worker, ambulance driver, police officer, security guard, cleaner.

History Links					
Changes within living memory	Their families	Understanding the past through story	Enquiry (interpretation, comparison, similarities and differences)	Chronology	Significant people / events locally
<p>Order photos of themselves and talk about how they have changed (link to their birthday).</p> <p>Develop an understanding of growth, decay and change over time.</p> <p>Make observations of animals and plants and explain why some things occur and discuss changes.</p> <p>Observe and talk about changes in the seasons and weather.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Enjoy joining in with family customs and routines.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors.</p>	<p>Notice some differences between then and now when reading nursery rhymes and stories, e.g. Five Currant Buns in a Baker's Shop.</p>	<p>Show an interest in the past when reading stories or looking at images.</p> <p>Notice similarities and differences.</p> <p>Look at or touch objects from the past and comment on their appearance.</p> <p>Begin to ask questions about artefacts, suggesting what they might be used for.</p>	<p>Re-tell simple past events related to their own lives in the correct order.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first ... then.</p> <p>Begin to develop chronological understanding, e.g. ordering photos of themselves.</p> <p>Can predict routines linked to established timetabling, e.g. next we will.</p> <p>Know the days of the week, e.g. through song. • Begin to know the months of the year.</p>	<p>Show interest in the lives of people who are familiar to them.</p> <p>Remember and talk about significant events in their own experience.</p> <p>Know about Queen Elizabeth II, e.g. linked to The Queen's Hat structured story time text.</p> <p>Know that we now have a King</p>
Prompting Questions for deeper thinking					
<p>Look at these photos. Can you tell me how you / your family have changed?</p> <p>Can you describe how this plant / animal has changed?</p> <p>What season do you think it might be (show photos)? Why?</p>	<p>Tell me about some special times in your family. (use photos)</p> <p>How is your family similar to, and different from, other families?</p> <p>What jobs do your family members do? (Ask families to send photos in if appropriate.)</p>	<p>Tell me, who is in this story? Why is she important? (Refer to Queen Elizabeth II in The Queen's Hat.)</p> <p>Let's look at some of the pictures from when Miss Polly had a Dolly was first written. What can you see? How is her doctor different from the doctors we see</p>	<p>Tell me, what do you notice about xxx in this story?</p> <p>Describe these two ... What has this one got that the other one hasn't? What is the same and what is different?</p> <p>What do you think this was used for? Why?</p>	<p>Can you put these photos of you in order? Which one comes first? How do you know?</p> <p>Tell me, what happened first in the story? Then what happened? What happened at the end?</p> <p>Can you help me order the</p>	<p>Tell me, who is this? Why are they important?</p> <p>What are you celebrating here? Why?</p> <p>Tell me about Queen Elizabeth II. Can you describe what she is doing here? (Show Queen's Hat.) Who is this? (Show picture of the King.)</p>

		today?		days of the week? Which one comes first? How do you know? Can we sing a song to remind us?	
Key Vocabulary					
order, change(d), grow(th), season, die (plants)	grandparent (and other words, e.g. Nan / Nana / Grampy), parent, special, celebrate, birthday, party	difference, then, now, old, new	what, how, explore, look, question	before, after, next, now, yesterday, tomorrow	jobs, King, Queen, celebration, a long time ago

Stories that could unlock this learning include:	Five ideas for enhancements
 	<ul style="list-style-type: none"> • Sequence Ten Currant Buns / Miss Polly. • Put the landmarks the Queen went past to get her hat in order. • Order photos of themselves, e.g. at different birthdays. • Pretend to be bakers / doctors (and other local occupations). • Re-enact birthday parties / celebrations.

Learning For Life

Science Links		Working Scientifically	Chemistry	Physics	Biology
Animals including Humans	Seasonal Changes	Everyday Materials	Environmental Changes	Plants	Forces & How Things Work
<p>Show care and concern for living things and the environment.</p> <p>Name obvious body parts on humans and animals.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Name some differences between animals, e.g. fur / colour/markings.</p> <p>Name more excretions, e.g. snot, tears, blood.</p>	<p>Know the difference between day and night, dark and light.</p> <p>Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy.</p> <p>Know that we wear different clothes for different weather.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and / or different properties.</p>	<p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that fruit and vegetables are plants.</p> <p>Know that some vegetables grow underground and they look different above and below the ground.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Develop an understanding of growth, decay and changes over time, e.g. observing an apple / banana rotting / school compost heap, wet pile of leaves.</p> <p>Show care and concern for living things and the environment, e.g. keep plants alive by watering them.</p>	<p>Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>Explore and talk about different forces they can feel.</p>

Prompting Questions for deeper thinking

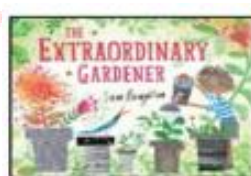
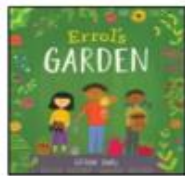
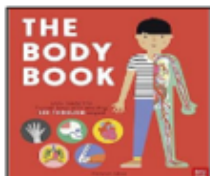
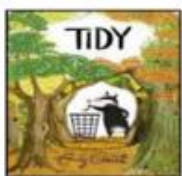
<p>I'm wondering, how is this animal different to that one?</p> <p>Tell me, which body parts can you see on this person / animal?</p> <p>What is happening in this picture? What could we do to help that person / animal?</p>	<p>How are night and daytime different?</p> <p>What do we do at night that we don't do in the day?</p> <p>Let's look at some pictures of the weather. What can you see? Can you describe what the weather is doing here?</p> <p>Why does Pete need to be in a boat in our story Tidy?</p>	<p>How would you describe this?</p> <p>How did the pasta change when it went in the water?</p> <p>How are these materials / objects similar?</p>	<p>Why did Pete (Tidy) make a mistake? What did he do to the forest and why was this wrong?</p> <p>How did the animals help him to make it right?</p> <p>Tell me, what is happening to this plant?</p> <p>How is the banana changing? Why?</p>	<p>Where do you think this vegetable came from?</p> <p>How do you know?</p> <p>Where did Errol's carrots come from? (Errol's Garden)</p>	<p>Tell me, how do you think this works?</p> <p>How did you make that move?</p> <p>What did you need to do to make the trike go up the hill?</p>
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Key Vocabulary

<p>shoulders, elbow, neck, back, stomach, knees, ankles, tail, fur, whiskers, markings, grow, baby, child, adult, snot, tears, blood, differences</p>	<p>weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy</p>	<p>change, senses, explore, mixture, pinecones, conkers, bark, moss</p>	<p>forest, concrete, tidy, ruin, care, places, wildlife</p>	<p>Seeds, rot, change, fruit, vegetable, die underground</p>	<p>Cogs, gears, join,, work, turn</p>
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Stories that could unlock this learning include:

Five ideas for enhancements



1. Clean, peel and chop different vegetables, e.g.carrots that Erroll grew.
2. Make a boat for Pete the badger to avoid the flood. What materials will you use?
3. Draw around themselves and draw on body parts / facial features.
4. Hunt for beetles and worms for Pete to eat.
5. Observe other creatures that live in the Nursery environment.
6. Mix soil and water – what happens the more water you add?