

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 and locate areas around nursery and grounds and recognise features.</p> <p>Name the nursery and nursery group they belong to.</p> <p>Name the different areas in the nursery.</p> <p>Name some features in the nursery.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p>Begin to name some human and physical features, e.g. park, river, street, sea.</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from, others, e.g. similar and different</p>	<p>Observe the weather through first hand experiences.</p> <p>Name simple weather types, e.g. rain, snow, sun, wind.</p> <p>Know the difference between hot and cold, wet and dry</p>	<p>Describe what they see in their immediate school environment / local community using simple language, e.g. tree, house, shop, pond, river, road, flats, park.</p> <p>Begin to remember their way around familiar environments.</p> <p>Respond to some spatial and positional language.</p> <p>Explore how things look from different viewpoints including things that are near or far away.</p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p>

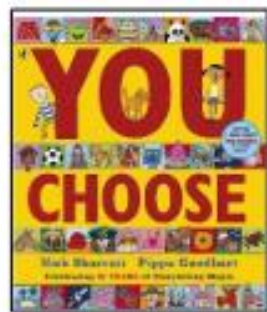
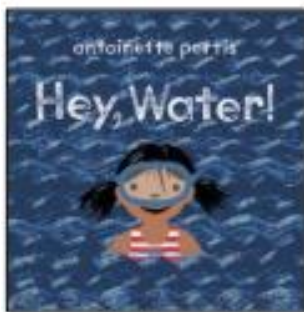
Prompting Questions for deeper thinking

<p>Tell me, what are the important areas in our Nursery? Can you show me and tell me their names?</p> <p>What can you see in the outside area around our Nursery?</p> <p>Where do you visit with your parents / carer?</p>	<p>How many different places and uses for water can you name? ... (linked to Hey, Water!) Let me start ... shower...</p> <p>Tell me, what shall we put in our park?</p> <p>What is your home like? Does everyone live in the same sort of house?</p>	<p>Let's go outside; what is the weather like today? what do we need to wear?</p> <p>Tell me, which of these clothes do we need for hot weather and which do we need for cold weather?</p> <p>Tell me, how do we get water? (linked to Hey, Water!)</p>	<p>What did you see on your way to school / in these photos?</p> <p>What can you see in the outside area around our nursery?</p> <p>Which photos do you recognise?</p> <p>Tell me about them.</p>	<p>Tell me about your family.</p> <p>What are you and your family doing in this photo?</p> <p>How are families the same?</p> <p>How can they be different? (looking at photos)</p>
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Key Vocabulary

<p>nursery, classroom, outside area, toilets, cloakroom</p>	<p>park, shop, garage, road, same, different</p>	<p>rain, snow, sun, wind, wet, dry, hot, cold</p>	<p>field, playground, garden, trim trail, pond, shed</p>	<p>field, playground, garden, trim trail, pond, shed</p>
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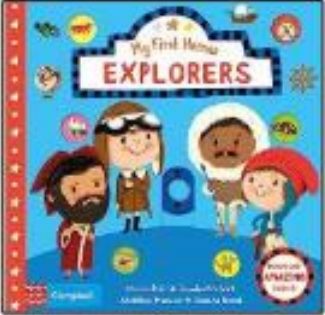
Stories that could unlock this learning include:



Five ideas for enhancements

- Use small world to make the city / one of the landscapes from You Choose.
- Take photos of the key areas in nursery and talk about them.
- Sort out the clothes for dry / wet or hot / cold weather.
- Make obstacle courses across pretend rivers / ponds.
- Build different houses and transport with large loose parts.

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>Show interest in photographs of themselves and other familiar people and objects.</p> <p>Begin to match adult and baby animals.</p> <p>Observe changes in the weather and in their environment.</p>	<p>Have a sense of own immediate family and relations and pets.</p> <p>In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p> <p>Notice differences between people</p>	<p>Learn about changes in living memory through stories about babies and young children.</p>	<p>Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from, others.</p>	<p>Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee.</p> <p>Begin to anticipate times of the day such as mealtimes or home time.</p> <p>Begin to know the days of the week (e.g. through song) and the word today.</p> <p>Begin to understand some talk about the immediate past and future.</p>	<p>Enjoy playing with small world reconstructions, remembering and building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p>Talk about people who are significant in their lives.</p> <p>Know about one famous explorer (linked to structured story time).</p>
Prompting Questions for deeper thinking					
<p>Tell me, who is in this photo / what is happening here?</p> <p>Can you match the baby animals to their parents? Do they look the same?</p> <p>What has changed outside? What happened?</p>	<p>Tell me about your family.</p> <p>What are you and your family doing in this photo?</p> <p>How are families the same? How can they be different? (looking at photos)</p>	<p>Tell me, what do you know about xxx explorer? What is happening in this picture in the book? (Show First Heroes Explorer Book.)</p> <p>Let's read Nursery? Not today! How is Alby different from Rosa? How are you different from babies?</p>	<p>How are you the same / different from your friends?</p> <p>How is your family the same / different from your friend's family?</p> <p>What questions shall we ask each other about our homes / toys / families?</p>	<p>Can you tell me what happened? How did that make you feel?</p> <p>Tell me, what do you think we are going to do next (linked to familiar routines / visual timetables)?</p> <p>Can you remember what you did when you weren't at school (last night / at the weekend)?</p>	<p>Tell me, what do you know about xxx explorer? What is happening in this picture in the book? (Show My First Heroes Explorer book.)</p> <p>Who is this? (Show photo of significant person.) What do they do / help you with?</p>
Key Vocabulary					
<p>order, change(d), grow(th), season, die (plants)</p>	<p>family, same, different, pretend, sibling names, mum(my), dad(dy), brother, sister</p>	<p>baby, big, little, change, same, different</p>	<p>same, different, place, live</p>	<p>day, night, morning, afternoon, today, days of the week</p>	<p>baby, people, simple place names, e.g. garage, shop, farm</p>

Stories that could unlock this learning include:	Five ideas for enhancements
 	<ul style="list-style-type: none">• Put Humpty Dumpty back together again.• Order the events in Humpty Dumpty.• Order the events in Incy Wincy.• Make a sled for Matthew Henson using the large loose parts / explore the ice linked to Matthew Henson's frozen ocean.• Match the animals to their babies.

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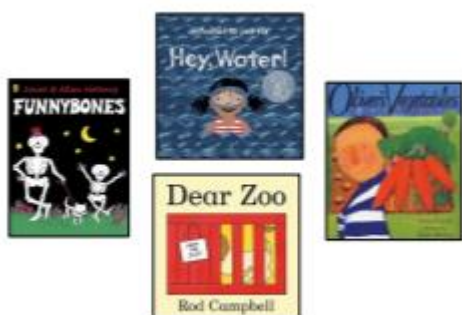
Learning For Life

Science Links		Working Scientifically	Chemistry	Physics	Biology
Animals including Humans	Seasonal Changes	Everyday Materials	Environmental Changes	Plants	Forces & How Things Work
<p>Talk about some of the things they have observed such as people and animals.</p> <p>Name facial features on humans and know what they have on their bodies, e.g. arms, legs, body, feet, toes, hands, fingers.</p> <p>Know how they are similar and different to their friends, e.g. eye colour / hair colour.</p> <p>Name some more familiar animals, e.g. farm and domestic animals.</p> <p>Name human and animal excretions, e.g. poo, wee, sick</p>	<p>Observe the weather through first hand experiences.</p> <p>Name simple weather types, e.g. rain, snow, sun, wind.</p> <p>Know the difference between hot and cold, wet and dry.</p>	<p>Talk about some of the things they have observed such as natural and found objects.</p> <p>Explore natural materials, indoors and outside.</p> <p>Manipulate and play with different materials, e.g. dough, shaving foam, sand.</p>	<p>Play with small world reconstructions, building on firsthand experiences of the natural world e.g. visiting farms, walking by a river or lake, visiting the seaside.</p> <p>Begin to understand that places are different and have different things in them.</p>	<p>Talk about some of the things they have observed such as plants / trees.</p> <p>Notice features of plants.</p> <p>Know that plants grow.</p> <p>Know that plants often grow in the ground or in pots.</p>	<p>Repeat actions that have an effect, e.g. splashing in water, handprints in sand, building and knocking over towers.</p>
Prompting Questions for deeper thinking					
<p>Tell me, which animal have you got there?</p> <p>Can you tell me about faces / your face?</p> <p>How is your face the same as / different from my face?</p>	<p>Let's go outside. What is the weather like today? What do we need to wear?</p> <p>Tell me, which of these clothes do we need for hot weather and which do we need for cold weather?</p> <p>Tell me, how do we get water?</p>	<p>Tell me, what have you used in your transient art / to make your model? What did you find outside?</p> <p>Can you tell me about it?</p> <p>How does the sand feel?</p> <p>What happens when we put water in the sand?</p>	<p>What is Oliver's Grandad's garden like? Have you got a garden / ever visited a garden?</p> <p>Who has been to the seaside / to a farm? What did you see there?</p> <p>What is our local park like?</p>	<p>What can you see on this plant?</p> <p>Can you spot plants and trees in our school / nursery?</p> <p>Where do plants usually grow? How do you know / show me?</p> <p>Where did Oliver's plants come from?</p>	<p>Tell me, what is happening to the sand?</p> <p>What happens when I drop the pebbles into the water? How tall can you make your tower before it falls over?</p>

Key Vocabulary

eyes, ears, nose, mouth, hair, arms, hands, fingers, legs, feet, toes, same, different, (some animal names), poo, wee, sick	rain, snow, sun, wind, wet, dry, hot, cold	wood (twigs / sticks), leaves, soil, dough,	garden, farm, seaside, park, river, lake	plant, tree, grass, leaves, twig / stick, ground, grow	splash, print, mark, build, knock down
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Stories that could unlock this learning include:



Five ideas for enhancements

- Put their eye colour and hair colour on a photo of themselves – looking in mirrors to help them.
- Taste the different fruit and vegetables from Oliver's Garden. Grow and harvest one of them.
- Explore all the different sources of water in the Nursery setting. Over time: stamp in puddles, look for dew drops on grass, observe and play in the rain. Play with ice.
- Collect different natural materials in the environment. Organise in different ways.
- Explore different materials, e.g. dough, shaving foam, sand.

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Learning For Life