

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY	The Colour Monster	The Gruffalo	Nursery Rhymes	Traditional Tales	Jasper's Beanstalk	What the ladybird heard
<p>Knowledge and Understanding of the World.</p> <p>HOOK</p>	<p>Start the memory box with something that reminds them of their first day in nursery</p> <p>Share things that they have seen/done in the recent past using past tense verbs.</p> <p>Black history month</p>	<p>Look back at the contents of the memory box. Add one or two new items from significant things that happen this half term.</p> <p>Discussion about aspects of the Nativity story which show how different our lives are now eg donkey/car, housing, where they were born.</p> <p>Look at pictures of themselves as babies and talk about how their needs have changed. If possible, ask someone with a baby to come and visit the class so they can ask them simple questions.</p>	<p>Look back at the contents of the memory box. Focus: speaking in the past tense. Add one or two new items.</p> <p>Look at pictures of children in Nursery Rhyme illustrations. Make comparisons between their clothes, toys, homes etc and their own.</p>	<p>Look back at the contents of the memory box. Focus: speaking in the past tense. Add one or two new items.</p> <p>Look at pictures of characters in Traditional Story books. Make comparisons between their clothes, toys, homes, kitchen equipment etc and their own.</p>	<p>Look back at the contents of the memory box. Focus: choosing two or three pictures/ objects and putting in chronological order. Add one or two new items.</p> <p>Take photos of seeds that they grow and leave them available for the children to order and revisit independently</p> <p>Look at lifecycle of a plant and use words to describe the stages eg first it was a seed, then it was a shoot, now it is a sunflower.</p> <p>Ask children to talk about their experiences of growing things previously.</p>	<p>Look back at the contents of the memory box. Focus: choosing two or three pictures/ objects and putting in chronological order. Add one or two new items.</p> <p>Look for bugs over the course of a week. Use language such as 'yesterday I saw...' 'today I saw...' 'tomorrow I might see...'</p> <p>Look at lifecycle of a butterfly and use words to describe the stages eg first it was an egg, then it was a caterpillar, now it is a butterfly.</p>
Text/ Person/ Place	Text: Ready, Steady, Mo! Text: On Day, So Many Ways	Text: Lola reads to Leo Person: someone from school community with a baby.	Text: Each Peach Pear Plum Loan box: domestic life from PBM.	Text: The Gingerbread Man	Text: It starts with a seed and Planting a Rainbow Place: Outside area and/or park walk.	Text: The Very Hungry Caterpillar and The Big Book of Bugs Place: Outside area and/or park walk.
Vocab	was went were same different	old a long time ago years ago before I was born when I was little baby/ child/ adult	same different old in the past a long time ago now then	same different old in the past a long time ago now then	now then first next after later soon	now then first next after later soon

RECEPTION	All about Me	Magical Moments	Amazing heroes	Out of the World	Ready, Steady, Grow	Big Wide World
<p>Knowledge and Understanding of the World.</p> <p>HOOK</p>	<p>Start the memory box by adding something which will remind them of their first day of nursery</p> <p>Curiosity cube containing baby photos of staff working in FS</p> <p>Put two or three photos of themselves in order and talk about their needs and preferences at different stages of their lives eg toys they liked, clothes they wore, skills they now have</p> <p>Mystery box of baby items. What are they? Who might they be for? Do they have any at their house?</p> <p>Baby clinic role play area</p> <p>Autumn walk: include Bruntwood Hall on the autumn walk and recap how it is used now in comparison to the past.</p>	<p>add one or two more items to the memory box and look back at what was already in there.</p> <p>curiosity cube: vintage/old fashioned Christmas items</p> <p>recap previous significant celebrations of their own eg birthdays, Christmas</p> <p>ask a parent/ grandparent/ member of staff to come in and talk to the class about what Christmas was like when they were little (with photos, toys, props etc if possible)</p> <p>birthday party in the role play area</p>	<p>add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order and talk about how they know it's the right order.</p> <p>Curiosity cube: put items into the cube which link to a certain job eg police officer, dentist, teacher and the children are detectives to try and guess the occupation.</p> <p>Winter walk: include Bruntwood Hall on the autumn walk and recap how it is used now in comparison to the past.</p> <p>Use the text 'Peepo' to look closely at the differences and similarities between life now and in the 1940s including investigating artefacts.</p>	<p>add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order and talk about how they know it's the right order.</p> <p>curiosity cube: look at and compare photographs of spacesuits/ rockets now and in the past</p> <p>learn about the first moon landing and significant individuals such as Mae Jemison, Tim Peake, Neil Armstrong.</p> <p>read 'Astro Girl' by Ken Wilson-Max</p> <p>Spring walk: include Bruntwood Hall on the autumn walk and recap how it is used now in comparison to the past.</p>	<p>Add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order independently and talk about how they know it's the right order.</p> <p>curiosity cube: items from a life cycle</p> <p>curiosity cube: items from a gardener/ scientist</p> <p>put the life cycle of a given creature in order eg caterpillar and talk about the stages it goes through</p>	<p>Transport: looking at how we move around our local area, different modes of transport in different parts of the world and looking at what life was like in the past with different transport options.</p> <p>Curiosity cube: photos of people on different types of transport from different periods of time.</p> <p>Read: Last Stop on Market Street by Matt de la Pena Wheels: The Big Fun Book of Vehicles by Tom Schamp</p> <p>Add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order independently and talk about how they know it's the right order. Look back at their year in Reception.</p> <p>Summer walk: include Bruntwood Hall on the summer walk and recap how it is used now compared to in the past.</p>
Text/Person/Place	Text: Super Duper You	Text: The Nutcracker (simplified, for a look at Christmases in the past) Person: older person from the school community	Text: Peepo Loan box: Domestic Life linked to the key text	Text: Laika by Owen Davey Place: Jodrell Bank/ Space Dome in school	Text: Big Book of Bugs Big Book of Blooms Place: outdoor area/ park walk	Text: Last Stop on Market Street by Matt de la Pena Wheels: The Big Fun Book of Vehicles by Tom Schamp
Vocab	Then/ Now Young/ younger Old/ older Order Baby/ child/ adult	Old/ New Past/ Now/ Modern Life/ lives/ lifetimes		Past/ Now Old/ Modern Same/ Different Changed/ Change	First Next Then After that Once/ Now	Same/ Different Now/ Then Modern/ Old Past / Change A long time ago

YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		What was life like when my grandparents were young?		Who used to live in Bramall Hall and what was their life like?		
HOOK	Black history month	Children use the book 'The Tiger Who Came to Tea' to explore what homes and shops were like when their grandparents were young (1960s). Compare similarities and differences in the kitchen, talk to staff who were children at that time and ask them about their homes, Children then go on to find out about 'The Windrush' using key text 'Coming to England'. They reflect on the differences between what people coming from the Caribbean thought it would be like and what they experienced when they got to England. They learn about the significant person Floella Benjamin and the ways that she has contributed to society since she came to live in England.		Children discuss what they know about Bramall Hall and then make observations and generate questions to outline what they want to find out. Children find out a little about what 'Tudor' means and then go on to discover what it was like to be rich and poor at this time. Children visit Bramall Hall and find out specifics about the Davenport family who lived there and their lifestyles. Children then go on to make comparisons between their lives and what life was like for children in the Davenport family.		Children recap previous knowledge from Reception when they learnt about what seaside holidays were like in the past. They use the loan box from PBM to investigate artefacts and ask and answer questions. The children then go on to learn about two significant women- Grace Darling and Mary Anning. They learn about their lives and find out why we still remember them today. They make comparisons between the two people and decide which one is most worthy of a statue in their hometown, giving reasons and weighing up the evidence.
Text/ Person/Place	Text:	Text: The Tiger who came to Tea, Coming to England People: Mrs Boardman 1950s and 60s loan box from PBM		Text: What did the tree see? Place: Visit to Bramall Hall		Text: Gracie the Lighthouse Cat Loan box from PBM
Vocab		past, now, present, same, different, change, changes lifetimes, lives, order, question, resources, artefacts, old, new, information, significant The Windrush		compare, similar, different, research, question/questioning, discuss, old, past, contrast,		significant, timeline, order, sequence compare, similar, different, fact, opinion, artefact, question, past, present old, modern Victorian
Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

		What is a hero?		Why has the Great Fire of London been remembered for hundreds of years?	What is an explorer and is there anywhere left to explore?	
HOOK	Black History Month: Significant person Walter Tull.	<p>Children spend some time thinking about what a hero is and the many different ways people can be considered as heroes. They learn about the local hero James Kirk.</p> <p>This leads on to learning about whether heroes are always famous, focussing particularly at the roles of 'homefront heroes' during WW2 and especially evacuation as Cheadle Hulme received evacuees from Manchester during WW2.</p>		<p>Children discuss what they already know and then generate own questions which they go on to find the answers to themselves. They learn about sources and categorise them as secondary and primary and also think about what they do and don't show us.</p> <p>Moving on from that, they then go on to learn about the Great fire of Nantwich, again answering their own questions and using a variety of sources.</p> <p>Once they know about both they make a comparison of the two using a venn diagram and consider why it is that the London fire is more well known than the Nantwich one.</p>	<p>Children look at two significant events in the history of exploration.</p> <p>Firstly, they look at the journey Ibn Battuta made to Mecca and beyond. Link this to his beliefs, the transport used (12th century) and adventures he had.</p> <p>Next the children learn about the first moon landing, looking not only at the astronauts but also the Hidden Figures that worked together to make it all possible (spotlight on Katherine Johnson).</p>	
Text/ Person/ Place	Walter Tull's Scrapbook	Text: The Lion and the Unicorn. Person: The History Van workshop.		Text: The Great Fire of Nantwich comic/ leaflet Place: VM workshop for WOW day	Text: Counting on Katherine The Amazing Travels of Ibn Battuta	
Vocab		hero, local, significant, similar, different, compare, explain, evidence, expert, artefacts, object, document, source, timeline, fact, opinion		Timeline, order, sequence, compare, contrast, similar, different, event, consequence, connection, explain, source, question, reason, reasoning	history, significant, timeline, fact, opinion, event, source, evidence, invention, research, question, connections, conclusions, reason, reasoning, changes	