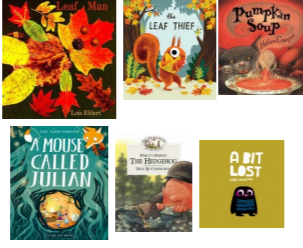
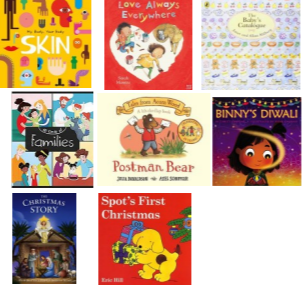




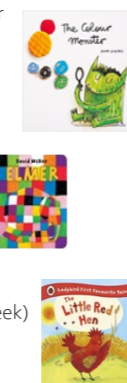



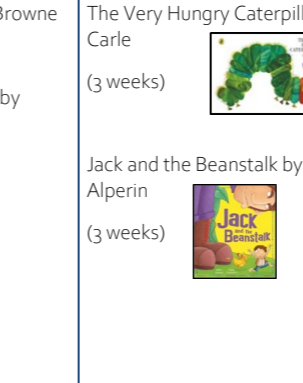














	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes Exploring Autumn	Sparkle and Shine Me and my community	Winter Wonderland Transport	Can we have a pet? Signs of Spring Long Ago	Lets Explore Sunshine and Sunflowers	Move it! On the beach
Driver	 <p>Leaf man, The Leaf Thief, Pumpkin Soup, A Mouse called Julian, The Hedgehog, A bit lost.</p>	 <p>My body, your body Skin, Love always everywhere, The Baby catalogue, Families, Postman Bear, The Christmas Story, Spots first Christmas.</p>	 <p>Pip and Posy-The snowy day, Jack Frost, Henry's Holiday, Maisy's Chinese New Year, We all go travelling by, Car Car Jeep Jeep, Maisy's Bus, Maisy's Train</p>	 <p>Mr Wolf's pancakes, Dogs, Smelly Louie, Ginger, Mog and the Vet, Goodbye Winter Hello Spring, The Teeny Weeny Tadpole, The story of Easter.</p>	 <p>In every house on every street, A gift for Amma, The Tiny Seed, Guess how much I love you in summer, Errol's garden, Sunny.</p>	 <p>Which food will you choose? Kitchen disco, Maisy's sports day, Billy's Bucket, Lucy and Tom at the seaside.</p>
Content	Introduction to seasons and introduction to signs of autumn. Daily weather chart to discuss changes.	Looking at how we change over time from when we were born to present day.	Introduction to signs of winter and how the area has changed since autumn.	Introduction to signs of spring. Looking at what we have done 'yesterday', 'last week' and 'last year'. Family histories, when our parents/teachers/ grandparents were young. Victorian schools and our school building	Introduction to signs of summer and what has changed since spring. Looking at seeds growing into plants and then decay.	Observing a tomato plant growing and decaying over time.
On-going content & knowledge	<p align="center"><u>Daily Nursery board</u> Days of the week, months of the year, seasons and weather changes, repeating the vocabulary 'yesterday it was', 'today is'. Also linking to the children's birthday and getting older.</p> <p align="center"><u>Continuous Provision</u> Questioning why things have happened, understanding how and why questions, retelling simple past events in the correct order e.g. I fell down, I hurt my leg.</p>					
Skills	Develop an understanding of growth, decay and changes over time. Comment and ask questions about aspects of their familiar world .	Develop an understanding of growth, decay and changes over time. Comment and ask questions about aspects of their familiar world. Remembering and talking about significant events in their own experience.	Develop an understanding of growth, decay and changes over time. Comment and ask questions about aspects of their familiar world.	Develop an understanding of growth, decay and changes over time. Retell simple past events in correct order, e.g. I fell down. I hurt my leg. Remembering and talking about significant events in their own experience.	Develop an understanding of growth, decay and changes over time. Comment and ask questions about aspects of their familiar world.	Develop an understanding of growth, decay and changes over time. Comment and ask questions about aspects of their familiar world.

Whitehall Nursery and Infant School







The following questions are ones that children should know the answers to, by the end of nursery.						
Knowledge	Observing and beginning to identify similarities, differences, patterns and change.	Revisit from Aut 1- Observing and beginning to identify similarities, differences, patterns and change.	Revisit from Aut 2- Observing and beginning to identify similarities, differences, patterns and change.	Revisit from Sp 1- Observing and beginning to identify similarities, differences, patterns and change.	Revisit from Sp 2- Observing and beginning to identify similarities, differences, patterns and change.	Revisit from Sum 1- Observing and beginning to identify similarities, differences, patterns and change.
	Is the weather the same everyday?				How have the trees changed?	What happens to the seeds we plant?
	How have the trees changed?	Extend - How are we the same?	Extend - How have the trees changed?	Extend - What did we do yesterday?	Why has that happened?	What happens to the seeds we plant?
	How have the plants changed?	How are we different?	How have the plants changed?	What did we do at the weekend?	What happens to the seeds we plant?	Revisit from Sum 1- Can we order the changes that we see?
	Where are the animals and insects?	What has happened?	Where are the animals and insects now?	Who are our Grandparents?	Revisit from Sp 2- Can we order the changes that we see?	
	Why has that happened?	How have we changed?	Why has that happened?	What did they look like when they were young?		
	Why have we changed?		How have they changed?			
			How have our parents changed?			
			New concept - Can we make a simple timeline?			
			What did our school look like in Victorian times?			
			How was it different to our nursery?			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Do you want to be Friends? (5 weeks & 2 days)	Starry Night (7 weeks)	People Who Help Us (Me and my community) (6 weeks & 4 days)	Why do Zebras have stripes? (7 weeks)	Sunshine & Sunflowers (6 weeks)	Do Cows Drink Milk? (6 weeks)
Driver	<p>The Colour Monster (2 weeks) By Anna Llenas</p> <p>Elmer (1 week)</p> <p>Little Red Hen (1 week)</p> 	<p>Binny's Divali (1 week)</p> <p>Remember Remember</p> <p>The Fifth of November (1 week)</p> <p>How to Catch a Star (1 week)</p> <p>Whatever Next (1 week)</p> <p>Owl Babies (2 weeks)</p> <p>Mog's Christmas (1 week)</p> 	<p>The Little Red Hen by Ladybird books (2 weeks)</p> <p>The Three Little Pigs by Nicola Lawrence (3 weeks)</p> <p>People who help us series of non-fiction books (police, fire fighters, ambulance crew, doctors)</p> 	<p>Handa's Surprise by Eileen Browne (2 weeks)</p> <p>The Tiger who came to Tea by Judith Kerr (2 weeks)</p> <p>Maybe by Chris Haughton (2 weeks)</p> 	<p>The Very Hungry Caterpillar by Eric Carle (3 weeks)</p> <p>Jack and the Beanstalk by Mara Alperin (3 weeks)</p> 	<p>A Squash and a Squeeze by Julia Donalson (2 weeks)</p> <p>The Cow that laid an Egg by Andy Cutbill (2 weeks)</p> <p>Farmyard Hullabaloo by Giles Andreae (2 weeks)</p> 
Content	Getting to know each other and thinking about our similarities and differences.	Remembrance day Poppies—what do they mean?	Change over time of vehicles and uniforms of fire fighters and fire engines, doctors and hospitals	History week Victorian school building Queen Victoria	Life cycle of a butterfly	Transition to year 1—what can we now that we couldn't do before.
On-going content & knowledge	<p><u>Daily Reception board</u> Days of the week, months of the year, seasons and weather changes, repeating the vocabulary 'yesterday it was', 'today is' and 'tomorrow will be'. Also linking to the children's birthday and getting older.</p> <p><u>Continuous Provision</u> Talking about and past and present events in their own lives. Answering how and why questions about experiences and in response to stories or events. Remembering and talking about significant events in their own experience.</p>					
Skills	<p>Know that other children do not always enjoy the same things, and is sensitive to this.</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>Talks about past and present events in their own life and in the lives of family members.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Enjoys joining in with family customs and routines.</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Know some similarities and differences between things in the past and now, drawing on experience of what they have read in the class.</p>	<p>Know some similarities and differences between things in the past and now, drawing on experience of what they have read in the class.</p> <p>Revisit from Aut 1 - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Extend - Timeline objects from the past.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Revisit from Nursery - Develop an understanding of growth, decay and changes over time.</p> <p>Extend - Making observations and explain why changes happen.</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>Revisit from Aut 2 - Talks about past and present events in their own life and in the lives of family members.</p> <p>Revisit - Know some similarities and differences between things in the past and now, drawing on experience of what they have read in the class.</p>

The following questions are ones that children should know the answers to, by the end of reception.						
Knowledge	Who do I have in my class? How are we all the same? How are we different? How can I find out about the other children in my class?	What does a poppy look like? Why do we wear poppies on remembrance day? What do we remember on remembrance day? Why do we remember?	What do uniforms look like? Do we know what job they do? What did their uniforms look like long ago? Can we make simple time-line of uniforms fire-fighters, nurses, doctors and police have worn over the last century? What vehicles did fire-fighters or police drive? What did their vehicles look like long ago? Extend from Nursery - Can we make simple timeline of vehicles fire-fighters, nurses, doctors and police have used over the last century?	Revisit from Nursery - What did our school look like in Victorian times? Extend - How is it the same as and different from our school? Can we make a simple timeline using historical artefacts? Who is Queen Victoria? What was her job/role? What did she look like?	Revisit from Nursery - life cycles, developing an understanding of growth, decay and changes over time. What does a butterfly start its life as? What does it change into? What happens next? When does the caterpillar become a butterfly? Extend from Sp1 - Can I make a simple life cycle/life timeline?	What can I do now that I couldn't do when I started in reception? How have I changed? Will I keep changing when I go to year 1? What else will I learn?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (6 weeks)	Rio de Vida (5 weeks)	Paws, Claws and Whiskers (7 weeks)
Driver	<p>The Colour Monster by Anna Llenas </p> <p>The Leaf Thief by Alice Hemming (3 weeks) </p> <p>Superworm by Julia Donaldson (3 weeks) </p>	<p>Tidy by Emily Gravett (4 weeks) </p> <p>Three Billy Goats Gruff Little Witch Hazel (3 weeks) </p>	<p>Rapunzel by Bethan Woollvin (4 weeks) </p> <p>Where is the dragon? (3 weeks) </p>	<p>Katie in London (3 weeks) </p> <p>Paddington at the Palace by Michael Bond (3 weeks) </p>	<p>Grandad's Island (5 weeks) </p>	<p>The Lion Inside (7 weeks) </p>
Content	<p>Black history</p> <p>Walter Tull—First black officer to lead soldiers into battle</p> <p>Rosa Parks—Civil rights</p>	<p>Remembrance day</p> <p>Historical symbols and propaganda (ww2)</p> <p>The meaning behind the Remembrance Day Poppy.</p> <p>Queen Elizabeth II - role of the queen in present day</p>	<p>Castle—William the conqueror</p> <p>Warwick Castle trip</p> <p>Features of a castle</p> <p>Look at castles from different time periods and create a simple timeline.</p>	<p>History week</p> <p>Lives of people in Victorian times.</p> <p>Queen Victoria — role of the Queen 1837-1901. Compare to Elizabeth II.</p> <p>Great Fire of London</p> <p>Sequencing of events</p> <p>Comparing London now & then.</p> <p>Samuel Pepys diary — source of first hand information</p> <p>King Charles II — role of the King in 1666.</p>	<p>Geography focus</p>	<p>Geography focus</p>
Skills	<p>Revisit from Reception- Putting events in chronological order on a timeline.</p> <p>Telling others about changes that have happened in their lifetimes.</p> <p>Extend- Use dates when talking about events from the past.</p> <p>Telling others about changes that have happened since their parents and grandparents were children.</p> <p>Answering questions using artefacts.</p> <p>Explain why someone from the past acted in the way they did.</p>	<p>New concept- Understanding how to find out about history.</p> <p>Understand about different forms of evidence and how it is collected.</p> <p>Imagining and questioning what it was like for people in the past.</p> <p>Finding answers using different sources.</p> <p>Revisit from Aut 1 - Use dates when talking about events from the past.</p> <p>New concept - Understand concepts such as nation, monarchy, parliament, war and peace when learning about historical events.</p>	<p>Understanding how to find out about history.</p> <p>Understand about different forms of evidence and how it is collected.</p> <p>Imagining and questioning what it was like for people in the past.</p> <p>Finding answers using different sources.</p> <p>Revisit from Aut 1- Putting events in chronological order on a timeline.</p> <p>Use dates when talking about events from the past.</p>	<p>Comparison of our own lives and people from Victorian times.</p> <p>Understand about different forms of evidence and how it is collected.</p> <p>Imagining and questioning what it was like for people in the past.</p> <p>Finding answers using different sources.</p> <p>Putting events in chronological order on a timeline.</p> <p>Revisit and extend from Reception- Telling others about changes that have happened since their parents and grandparents were children.</p>		

The following questions are ones that children should know the answers to, by the end of year 1.						
Knowledge	<p>Revisit - Talk about important people from the past—Walter Tull and Rosa Parkes</p> <p>Extend - How did these people from the past change how we live today?</p> <p>Why did people from the past live or act the way they did?</p> <p>Can we recount interesting historical facts from events or people?</p> <p>Revisit and extend - Can we put historical events on a simple timeline?</p> <p>Which sources of evidence are more reliable?</p>	<p>Revisit from Reception and extend - What is war? What is peace?</p> <p>What is a nation?</p> <p>What is monarchy? Who was the King?</p> <p>What is parliament? What do they do?</p> <p>How did people from the past change how we live today?</p> <p>Who were the important people who changed our lives—politicians, soldiers, all people.</p> <p>Revisit from Reception and extend - Why do we wear poppies on Remembrance Day?</p> <p>Answering questions using artefacts.</p> <p>Can we recount interesting historical facts from events or people?</p> <p>Which sources of evidence are more reliable?</p>	<p>Revisit from Ait 1 - How did people from the past change how we live today?</p> <p>Talk about important people from the past.</p> <p>Why did people from the past live or act the way they did?</p> <p>Can we recount interesting historical facts from events or people?</p> <p>Which sources of evidence are more reliable?</p>	<p>What is our capital city called and how has it changed since 1666?</p> <p>Revisit from Sp 1 - How did people and events from the past change how we live today?</p> <p>Extend - How do we know what happened during the Great Fire of London?</p> <p>What sources of first hand historical information did we use?</p> <p>What did King Charles II do to help stop the fire?</p> <p>Revisit from Sp 1 - Talk about important people from the past.</p> <p>Extend - Answering questions using artefacts.</p> <p>Can we recount interesting historical facts from events or people?</p> <p>Which sources of evidence are more reliable?</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	There's something out there (8 weeks)	The Scented Garden (7 weeks)	Dinosaur planet (6 weeks)	Wriggle and Crawl (6 weeks)	Muck, Mess and Mixture (6 weeks)	Beachcombers (7 weeks)
Driver	Beegu By Alexis Deacon 	The Lonely Beast by Chris Judge 	The Girl and The Dinosaur By Hollie Hughes 	Little Red By Bethan Woolvin 	The Magic Paintbrush By Julia Donaldson 	The Secret of Black Rock by Joe Todd Stanton 
Content	Space exploration Neil Armstrong/Tim Peake comparison Katherine Johnson Black History — Mae Jemison	Geography focus	Prehistoric periods (Triassic, Jurassic, cretaceous) Mary Anning	History week Lives of people in Victorian times compared to our own. (Black Country Museum) Queen Victoria Florence Nightingale	History of The Ming Dynasty	Grace Darling History of RNLI
Skills	Comparison of two explorers. New concept - Carry out research of a significant person. Timeline of space exploration. Revisit from Year 1 - Placing artefacts or events on a timeline and giving reasons for their order. Use dates when talking about events and significant people from the past. Extend - Connect new learning about historically significant people to others that I have learnt about before. Answering questions by using a specific source. Talk about or create accounts of significant people from the past and what they did. Explaining the causes and consequences of a historical event. Choose a reliable source to find out about events or people from the past.		Revisit from Aut 1 - Timeline of prehistoric ages and dinosaurs. Placing artefacts or events on a timeline and giving reasons for their order. To understand how to find out about the past. Extend - Understanding how evidence is collected and used to make historical facts. Carry out research of a significant person. Choose a reliable source to find out about events or people from the past. Talk about or create accounts of significant people from the past and what they did. Talk about similarities and differences between two different time periods. Explain why someone from the past acted in the way they did.	Revisit from SP 1 - Comparison of our own lives and people from Victorian times. Carry out research of a significant person. Choose a reliable source to find out about events or people from the past. Talk about or create accounts of significant people from the past and what they did. Talk about similarities and differences between two different time periods. Explain why someone from the past acted in the way they did. Extend - Understand why Britain has a special history. Extend - Understand concepts such as nation, civilisation, monarchy, parliament, democracy, war and peace when learning about historical events.	New concept - Explaining the causes and consequences of a historical event. Can explain the impact of a historical event on how we live today. Talk about similarities and differences between two different time periods. Revisit from SP 2 - Understand concepts such as nation, civilisation, monarchy, parliament, democracy, war and peace when learning about historical events. Choose a reliable source to find out about events or people from the past.	Revisit from Year 1 - Talk about significant people from the past and what they did. Revisit from SP 2 - Talk about similarities and differences between two different time periods. Understand why Britain has a special history. Explain why someone from the past acted in the way they did. Choose a reliable source to find out about events or people from the past.

The following questions are ones that children should know the answers to, by the end of Year 2.						
Knowledge	Who is Tim Peake? When was he born? How old is he? Who is Neil Armstrong? When was he born? How old is he? How are they the same? How are they different? How can we find out? Revisit from year 1 - Which are the best (most reliable) sources to use? What did they both do? Which dates did this happen? Have we learnt about any other astronauts? - Mae Jemison When did she go to space? Can we make a space exploration timeline? Extend - Can we put these astronomical artefacts into order?		What are the prehistoric periods called? Which creatures lived in these periods? What was the differences between these periods? Revisit from Aut 1 - Can we put them on a timeline? How do we know this? Revisit - Which sources of evidence were used to find out? Where can we find information about dinosaurs? Who is Mary Anning? How can we find out? Revisit - Which are the best (most reliable) sources to use? When was she alive? What did she discover? Why is this so important?	Revisit from Year 1 - What is a Queen? What does she do? Extend - Was she a good queen? How do we know? Where can we find out? Revisit - Which are the best (most reliable) sources to use? How did she change Britain? Extend - Were all the changes good? Revisit - What is a nation? Revisit - What is a monarchy? Revisit - What is a parliament? What is democracy? How did Victorian people live? What was it like for Victorian children? What has changed? Extend - Would you prefer to be at school now or in Victorian times? Who is Florence Nightingale? What did she do? Why was it so important? Where can we find out? Revisit - Which are the best (most reliable) sources to use?	What was Ming Dynasty? When did it start? When did it end? Where did the Ming Dynasty rule? Extend - Were they good rulers? Were they like our Monarchy? How can we find out? Revisit - Which are the best (most reliable) sources to use? What is a nation? Extend - How did this nation compare to Britain? How is China ruled now? Does China have democracy?	Who is Grace Darling? What did she do? When? When was she alive? Why was it so important? How can we find out? Revisit - Which are the best (most reliable) sources to use? What is the RNLI? When was is formed? Why do we need this? Did Grace Darling use the same boats as they use now? Extend - Which boats do you think are better?