



Long ago: This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.

Adult belief ,event, baby, change, clothes, family, grow, heritage, long ago, memory, past, toy, tradition, vehicle, week, year, yesterday,

Communication and Language

Foundation 1 Knowledge

Listening, attention and understanding; Speaking

- Know** Question words include who, why, what, when, where and how.
- Know** how to express their ideas and feelings using sentences, containing four to six words.
- Know** how to use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
- Know** and be able to listen to a whole story.
- know** how to listen carefully to rhymes and songs.
- Know** how to express my point of view
- Know** and learn new vocabulary.
- know** and use new vocabulary.

Foundation 2 Knowledge

Listening, attention and understanding

- Know** change happens to everyone. Changes happen in families and environments.
- Specific Knowledge Know** Grandparents are your parents' parents. All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage and be able to understand this listening in small groups.
- Know** and be able to listen to a whole story and comment on what is happening.
- Know** and be able to ask questions about my favourite books. Ask questions to find out more and check understanding.
- Know** and to be able to choose a book or game that might be different from my friends and tell you why.
- Know** and to be able to play and listen to my friends at the same time. **know** and understand how to listen carefully and why listening is important.
- Know** and engage in story times.
- Know** how to listen to and talk about stories to build familiarity and understanding.
- know** how to listen carefully to rhymes and songs, paying attention to how they sound.
- know** how to learn rhymes, poems and songs.
- know** how to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Know** how to be able to respond quickly to a series of instructions.
- Speaking**

	<p>Know how to be able to explore new vocabulary, sounds and intonation.</p> <p>Know how to be able to use language to create imaginary events, storylines and themes and To be able to sustain imaginary play situations expressing myself to friends and adults.</p> <p>Know how to be able to play alongside other children engaged in the same type of imaginary play.</p> <p>Know how to be able to use sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went')</p> <p>Know and learn new vocabulary.</p> <p>know and use new vocabulary through the day.</p> <p>Know and ask questions to find out more and to check they understand what has been said to them.</p> <p>know how to Articulate their ideas, thoughts and opinions in well-formed sentences.</p>
--	---

Personal, Social and Emotional	
--------------------------------	--

Foundation 1 Knowledge	Foundation 2 knowledge
<p>Self-regulation; Managing self; Building relationships</p> <p>Know There are lots of special people in their lives, including family and friends.</p> <p>Know Everyone is different and special.</p> <p>Know Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.</p> <p>Specific knowledge Know All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</p> <p>Know There are different adults in their lives. A trusted adult makes them feel happy and safe.</p> <p>Know how to make comments about people who are special to them.</p> <p>Know they are valuable individual and describe themselves in positive terms.</p> <p>Know the people who make them feel happy and safe, such as parents or carers.</p> <p>Know how to play cooperatively with others and take turns.</p>	<p>Building Relationships</p> <p>Specific Knowledge Grandparents are your parents' parents.</p> <p>Know All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage</p> <p>Know how to start conversations, attend to and take account of what others say.</p> <p>Know how to explain their own knowledge and understanding, and ask appropriate questions of others</p> <p>Know how to take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Know how to build constructive and respectful relationships.</p> <p>Know how to think about the perspectives of others.</p> <p>Know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Managing self</p> <p>know how to welcome and value praise for what I have done.</p> <p>know how to willingly participate in a wide range of activities.</p>

<p>Know It is important to share resources and take turns in order to get on with others.</p> <p>Know that they are part of a larger group and that they must sometimes wait to take part in activities and use equipment.</p>	<p>know how to show enthusiasm and excitement when anticipating and engaging in certain activities</p> <p>know how to be confident to speak to others about own needs, wants, interests and opinions.</p> <p>know how to be confident in speaking in front of a small group.</p> <p>know how to describe myself in positive terms and talk about my abilities.</p> <p>know that they are a valuable individual.</p> <p>know how to be resilient and persevere in the face of challenge.</p> <p>know how to manage their own needs.</p>
Physical Development	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Gross motor skills; Fine motor skills</p> <p>Knows how to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Knows how to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. 	<p>Fine Motor</p> <p>Know different types of art include painting, drawing, collage, textiles, sculpture and printing.</p> <p>Know a human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth.</p> <p>Know different types of art include painting, drawing, collage, textiles, sculpture and printing.</p> <p>Know materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Know materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.</p> <p>Gross Motor</p> <p>Know how to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Know how to develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Know how to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>

<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	
Literacy	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Know how to use talk to organise themselves and their play.</p> <p>Know how to take part in pretend play and begin to develop stories using props and small world equipment.</p> <p>Knows how to use mark making to communicate thoughts.</p> <p>Knows how to engage in extended conversations about stories and, with support, make links to other familiar stories.</p> <p>Knows how to talk about the pictures in story books.</p> <p>Knows how to talk about their pictures and mark making as they create.</p> <p>Know and sequence Fairy tales.</p> <p>Know Stories, books and pictures give us information about the past.</p>	<p>Comprehension</p> <p>Know Fairy tales are traditional children's stories.</p> <p>Know people grow from being babies to adults. As people grow older, they look different and can do different things.</p> <p>Know everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</p> <p>Writing</p> <p>Know objects from the past can look different to objects from the present.</p> <p>know how to form lower-case and capital letters correctly.</p> <p>know how to spell words by identifying all the sounds and then writing the sound with letter/s.</p> <p>know how to read back my writing.</p>
Understanding the World	
Foundation 1 Knowledge	Foundation 2 Knowledge
<p>Past and present; People, culture and communities; The natural world</p> <p>Know A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations.</p> <p>Specific knowledge Know Your grandparents are your parents' parents.</p> <p>Specific knowledge Know All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</p> <p>Know Pictures and books can show how life was different in the past.</p> <p>Specific knowledge Know The past is made of events that have already happened.</p> <p>Specific knowledge Know Memories are things we remember from the past.</p> <p>Specific knowledge Know Historians and archaeologists are people who find out about life long ago.</p> <p>Specific knowledge Know Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</p>	<p>People, culture and communities</p> <p>Know all families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</p> <p>Know litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.</p> <p>Understanding the world</p> <p>Know people change as they grow and have changed since they were babies, both in their appearance and what they are able to do.</p> <p>Know change happens to everyone. Changes happen in families and environments.</p> <p>Know objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties.</p> <p>Natural World</p> <p>Know ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and</p>

Know The way that people lived in the past is not the same as the way that we live now.

Know Objects from the past can look different to objects from the present.

Specific knowledge Know The past is made of events that have already happened.

Specific knowledge Know Memories are things we remember from the past.

Specific knowledge Know People grow from being babies to adults. As people grow older, they look different and can do different things.

Specific knowledge Know All families are unique. They can be of different sizes and have different values, beliefs and traditions.

Know People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.

Specific knowledge Know All families are unique. They can be of different sizes and have different values, beliefs and traditions. People grow from being babies to adults. As people grow older, they look different and can do different things.

Know All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen.

Know their own life story and family history by talking about significant events, such as birthdays or other celebrations.

Know some similarities and differences between life now and in the past.

Know similarities and differences between pictures of the past and the modern day

Know and begin to use words relating to the passage of time when retelling a past event.

Know how to comment and ask questions about objects from the past.

Know how they have changed over time.

Know about people and events from the past by sharing books and looking at photographs.

Know about changes that have happened in their lives.

Know how to explore photographs to show how the school or locality has changed over time.

colder in the winter with more snow, hail and rain.

Know how to talk about why things happen and how things work.

Know how to describe what they see, hear and feel whilst outside.

Know how to recognise some environments that are different to the one in which they live.

Knows and understands the effect of changing seasons on the natural world around them.

Expressive Arts and Design

Foundation 1 Knowledge

Creating with materials : Being imaginative and expressive

Specific knowledge Know Nursery rhymes are traditional children's songs or rhymes.

Know A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.

Know The primary colours are red, yellow and blue. Know what happens when these colours are mixed.

Know how to explore and talk about pictures of famous artwork as they paint and draw.

Know how to sing well known rhymes and songs in a small group.

Know how to use a variety of marks to represent the human form, from observation, imagination or memory.

Know how to use mark making to communicate thoughts.

Know how to explore colour and application of paint using a range of different tools.

Know how to use a range of media, tools and techniques to create images, express ideas and show different emotions

Know how to use a variety of marks to represent the human form, from observation, imagination or memory.

Know how to use a range of media, tools and techniques to create images, express ideas and show different emotions.

Foundation 2 Knowledge

Creating with materials Being imaginative and expressive

Know different materials have different properties and can be used for different purposes when reconstructing old buildings.

Know vehicles and machines have wheels and axles to help them move.

Know different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures. Different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures.

Know the primary colours are red, yellow and blue.

Know how to use primary colours using a range of tools

Being imaginative and Expressive

Knows how to develop preferences for forms of expression.

Know how to use movement to express feelings.

Know how to create movement in response to music.

Know how to watch and talk about dance and performance art, expressing their feelings and responses.

Know the features a human body has such as hands feet head, legs, fingers, toes, facial features.