

	Nursery	Reception	Year 1	Year 2
Autumn 1	Hug	Supertato	A Farmer Duck	Toby and great fire of London.
Key texts	Where's Spot?	Jack and the Beanstalk	A squash and a squeeze	Chronology
Skills	Come on Daisy	-People who help us – careers	The Little Red Hen Chronology	Investigating and interpreting
Progression	Who am I?	-Looking at different ways of life and occupations.	Investigating and interpreting	Knowledge understanding
Key	Being unique	-Harvest festival	Knowledge understanding	-Chronological ordering on a given timeline.
Vocabulary	Celebrations, special events – Harvest	-Being me in my world -families	-Our own history, family trees – homework.	-Asking and answering questions.
Trips & Visitors	UW – PC: 30-50m – shows interest in the lives of people who are familiar to them/ significant experiences in their lives/ special times or events for family and friends/ being unique – similarities and differences 40-60m – enjoys joining in with family customs and routines	ELG – UW: PC – talks about past and present events in own and family lives; knows similarities and differences in individuals, families, communities and traditions The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. Police visit Nurse visit	-Schools/ childhood in the past -Recounts changes from own lives – own timeline -Sequence some events in chronological order -Begins to use sources to identify some details and answer simple questions -Identify key events and people -Uses subject related vocabulary: recently, before, after, now, later, a long time ago.	-Giving reasons for past actions. -Researching a significant figure. -Uses subject related vocabulary and: recently, before, after, now, later, a long time ago.
Autumn 2	The Elves and the Shoemaker	Owl Babies	Cops and robbers.	Paddington
Key texts	You choose	Little Red Riding Hood	The Jolly Christmas postman	Chronology
Skills	Celebrations, special events – Bonfire night,	Celebrations/special events (Diwali, Bonfire night, Children in Need and Christmas)	Chronology	Investigating and interpreting
Progression	Children in Need, Christmas	Celebrating differences	Investigating and interpreting	Knowledge understanding
Key	UW – PC:	Remembrance Day	Knowledge understanding	-London before and now
Vocabulary	30-50m – shows interest in the lives of people who are familiar to them/ significant experiences in their lives/ special times or events for family and friends/ being unique – similarities and differences	ELG – UW:	-Sequence some events in chronological order	-British historical events – Bonfire night, Remembrance Day, Christmas story
Trips & Visitors	40-60m – enjoys joining in with family customs and routines	PC – talks about past and present events in own and family lives; knows similarities and differences in individuals, families, communities and traditions The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary.	-Begins to use sources to identify some details and answer simple questions -Identify key events and people – Guy Fawkes -Toys from the past British historical events – Gunpowder plot – past, Guy Fawkes, Houses of Parliament, Remembrance Day – past, World War, veterans, freedom, Christmas story School assembly – Bonfire night, Remembrance Day, visit of our local vicar.	-Giving reasons why people from the past acted in the ways they did. -Using pictures, stories, online sources to find out about the past. -Asks and answers questions such as What was it like for a...? What happened? How long ago? -Uses subject related vocabulary and: recently, before, after, now, later, a long time ago. School assembly – Bonfire night, Remembrance Day, visit of our local vicar.
Spring 1	Brown, Brown Bear	Whatever next	The journey home	Amazon/ Jumanji
Key texts	Hairy Maclary	Goldilocks and the three bears		

Skills Progression Key Vocabulary Trips & Visitors	Celebrations, special events - Chinese New Year UW – PC: 30-50m – shows interest in the lives of people who are familiar to them/ significant experiences in their lives/ special times or events for family and friends/ being unique – similarities and differences 40-60m – enjoys joining in with family customs and routines Chinese dancer	Space/planets -Discuss historical figures (talking of past and present events e.g. Tim Peake) Chinese New Year ELG – UW: PC – talks about past and present events in own and family lives; knows similarities and differences in individuals, families, communities and traditions The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary.	There is a Rang-Tang in my bedroom Michael Recycle Chronology Investigating and interpreting Knowledge understanding -Identify key events and people – Robert Falcon Scott? Sir David Attenborough conservationist, Henri Rousseau – post-impressionist painter. -Sequence some events in chronological order -Begins to use sources to identify some details and answer simple questions -History of travel and transport Past, old, new, recent, young, years, days, months, ago	
Spring 2 Key texts Skills Progression Key Vocabulary Trips & Visitors	Each Peach Pear Plum The Three Billy Goats Gruff Sports relief Growth and decay – changes UW – The world 30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time. Different occupations – ways of life UW – PC: 30-50m – shows interest in the lives of people who are familiar to them/ significant experiences in their lives/ special times or events for family and friends/ Being unique – similarities and differences 40-60m – enjoys joining in with family customs and routines	The three little pigs Tiddler -Houses and homes ELG – UW: PC – talks about past and present events in own and family lives; knows similarities and differences in individuals, families, communities and traditions The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary. Farm trip	The Tiger who came to tea. Handa's surprise Chronology Investigating and interpreting Sequence some events in chronological order -Begins to use sources to identify some details and answer simple questions -Identify key events and people -Technology in the household – past and now T. Edison?, A.G. Bell, S. Jobs -Sequence some events in chronological order -Begins to use sources to identify some details and answer simple questions -Identifies key events and people – inventors Past, old, new, recent, young, years, days, months	Greta and the giants – Greta Thunberg Chronology Investigating and interpreting Knowledge understanding -History- significant person – Greta -History of energy- old ways and new -Describes differences between then and now. -Asks and answers questions -Giving reasons why people acted the way they did. -Using pictures and stories to find out about the past. -Uses subject related vocabulary and: recently, before, after, now, later, a long time ago.
Summer 1 Key texts Skills Progression Key Vocabulary Trips & Visitors	Jasper's Beanstalk Dear Zoo Plants, changes and life cycles – sequencing UW – The world: 30-50m - comments and asks questions about aspects of their familiar world/ developing understanding of changes over time.	Dinosaurs love underpants The Gingerbread man -Excavation activities/ archaeology -Dinosaur facts -Archaeologist job -Relationships ELG – UW: PC – talks about past and present events in own and family lives; knows	Can't you sleep little bear? We are going on a bear hunt Chronology Investigating and interpreting Knowledge understanding Vincent van Gogh – post-impressionist painter? Beatrix Potter – biography? St. George's day, VE Day, N. Armstrong – the Moon landing	Olympics Chronology Investigating and interpreting Knowledge understanding -Significant figure on a timeline – Sports person -Adding labels to time lines – --Olympics in different countries

		<p>similarities and differences in individuals, families, communities and traditions</p> <p>The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary.</p>	<p>Lightbulbs – Edison?</p> <ul style="list-style-type: none"> -Sequence some events in chronological order -Begins to use sources to identify some details and answer simple questions -Identify key events and people 	<p>-Asking and answering questions.</p> <p>-Uses subject related vocabulary and: recently, before, after, now, later, a long time ago.</p>
<p>Summer 2</p> <p>Key texts</p> <p>Skills</p> <p>Progression</p> <p>Key</p> <p>Vocabulary</p> <p>Trips & Visitors</p>	<p>The Very Hungry Caterpillar</p> <p>The Train Ride</p> <p>Life cycles – changes, sequencing</p> <p>Sports day</p> <p>UW – The world:</p> <p>30-50m – comments and asks questions about aspects of their familiar world/ developing understanding of changes over time.</p> <p>UW – PC:</p> <p>30-50m – shows interest in the lives of people who are familiar to them/ significant experiences in their lives/ special times or events for family and friends</p> <p>40-60m – enjoys joining in with family customs and routines</p>	<p>The Gruffalo</p> <p>Hansel and Gretel</p> <ul style="list-style-type: none"> -Discuss summer holidays -Changing me <p>ELG – UW:</p> <p>PC – talks about past and present events in own and family lives; knows similarities and differences in individuals, families, communities and traditions</p> <p>The World – knows about similarities and differences in relation to places, objects, materials and living things; talk about features of own immediate environment and how environments may vary.</p> <p>Trip to the woods</p>	<p>Somebody Swallowed Stanley?</p> <p>Sharing a Shell.</p> <p>Rainbow Fish</p> <p>Chronology</p> <p>Investigating and interpreting</p> <p>Knowledge understanding</p> <p>Seaside in the past vs now</p> <p>History of transport</p>	<p>Twisted: Jack and the beanstalk</p> <p>The three little pigs</p>