

Intent What am I learning to do?	Implementation
<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Learning to talk about myself as a baby. • Learning to compare myself now and when I was a baby. • Learning to talk about past and present events that happened in my life. • Learning to describe the jobs people do. • Learning to talk about the similarities between things in the past and things now. • Learning to talk about the differences between things in the past and things now. • Develop a sense of the passing of time which is meaningful and relevant to the children's life experiences. • Begin to use time vocabulary: (days of the week, months of the year, today, tomorrow, yesterday, before, after) • Know that there was a past before they were born. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Children talk about the lives of people around them and their roles in society. • Children know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Children understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p><u>CP Enabling environments</u></p> <p>Cosy Den: books to mark the passing of time such as Lucky Duck, Once there were Giants, Peepo, class photo books, class family photo book. Non-fiction books.</p> <p>Message centre: opportunities to draw pictures of families and events to stimulate discussion.</p> <p>Building Zone: story telling for example building castles,</p> <p>Rainbow Cottage: events introduced to mark the passing of time for example celebrating Christmas, Easter, birthdays.</p> <p>Carpet Kingdom: topic teaching.</p> <p>Far Away Kingdom: plant growth, plant life cycles supports children's understanding of the passing of time including observations made in the change of seasons. Enhancements to the provision are added throughout the year to tie in with current topics.</p> <p><u>Autumn term: We are all Superheroes.</u></p> <ul style="list-style-type: none"> • The children will learn about their place in history within the context of their family and that there is a past before they were born. • The children will learn about roles of people in society. • Significant/annual events: Christmas, Guy Fawkes. The children will learn that some things were different in the past to how they are now eg clothing, transport, technology. <p><u>Spring term: 5,4,3,2,1 Blast Off! All Creatures Great and Small.</u></p> <ul style="list-style-type: none"> • How to use information to find out about events and people in the past. • About significant events and people in the past. Neil Armstrong, Tim Peake. • Historical events and people have a significant place in our history. • Lent/Easter/Mothering Sunday. • Changes in ourselves as we grow, comparing similarities and differences between us now and when we were babies. Invite a parent and baby into school. <p><u>Summer term: What Happened Once Upon a Time?</u> Story telling – sequencing</p> <p><u>Vocabulary</u> Today, yesterday, tomorrow, days of the week, months of the year, a long time ago, before, after, later, morning, afternoon, evening, night, grow, change, same, different, baby, child, adult.</p> <p><u>Impact</u> <u>By the end of Foundation Stage I Can.....</u></p> <ul style="list-style-type: none"> • Use time vocabulary. • Sequence events in the right order. • Compare similarities and differences. • Ask questions to find out more. • Talk about roles people have in society. • Use information in books to talk about life in the past. • Draw conclusions of what I have found out. • Talk about events from the past.