

Year Foundation Stage Two	Understanding The World	Autumn
As Historians we will learn all about us and that the past exists. We will be able to comment on images of familiar situations in the past.		
<u>Development Matters content:</u>		
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people that are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 		
<u>Broader curriculum in preparation for Year One</u>		
<ul style="list-style-type: none"> - To understand that we have celebrated events in the past. e.g., bonfire night / Remembrance Day - To be able to talk about significant events from our locality e.g., Hull Far 		

Historical Vocabulary



past	present	older	old	new
younger	before	after		

Learning linked to Development Matters

<u>How I've Changed</u>	<u>My Family</u>	<u>Influential People</u>	<u>Toys</u>	<u>Transport</u>
<p>Objectives: UTW - Begin to make sense of their own life-story & family's history.(3-4) Children to bring in baby photos. Look at them during a special circle time and see if the children can recognise their friends. ITT <i>How have we changed?</i> We used to be carried around/crawl and now we can walk/run, we used to be bald now our hair has grown, we have teeth to chew food etc – add ideas to page in big book. <u>CP/Additional learning opportunities</u></p>	<p>Objectives: UTW - Begin to make sense of their own life-story & family's history.(3-4) UTW - Name and describe people who are familiar to them. Look at people in school/family members/political figure.(Rec) Children listen to a story about family and use this to make connections with their own family. <i>Who lives at your house?</i> Show images of teacher's family and talk about <i>Who is the oldest and youngest? Do you have grandparents?</i> <u>CP/Home Links</u> <ul style="list-style-type: none"> - Children challenged to go home and find out what makes their family special. </p>	<p>Objectives: UTW - Begin to make sense of own life-story & family's history.(3-4) UTW - Name and describe people who are familiar to them. Look at people in school/family members/political figure.(Rec) UTW - Talk about members of their immediate family and community. UTW - Compare and contrast characters from stories, including figures from the past. (Rec) Click here to listen to the story 'A Superhero Like You.' Lily identifies some real-life superheroes in the story. Can the children identify them as the story goes along (pause in intervals)? Dr, Fire fighter, teacher, paramedic etc. Show the children 3 pictures of influential people – a parent, Mrs Pearce and Boris Johnson. <i>Do the children recognise these people? What is Mrs</i></p>	<p>Objectives: C&L (3-4): Understand simple questions about who, what and were, To be able to express a point of view C&L (Reception): Connect one idea or thought to another UTW (3-4): Select and use resources with help, explore how things work, begin to make sense of their own life story and their families history. UTW (Reception) Comment on familiar situations in the past PSE (Reception) Show resilience and perseverance. Today, we are going to be thinking about toys! ITT <i>what is your favourite toy? Ask does it move? Does it make a noise? Does it flash?</i></p>	<p>Objectives: C&L (3-4): Understand simple questions about who, what and were, To be able to express a point of view C&L (Reception): Connect one idea or thought to another UTW (3-4): Select and use resources with help, explore how things work, begin to make sense of their own life story and their families history. UTW Comment on images of familiar situations in the past. (Rec) Start by showing the children a picture of a vintage car and vintage bus. ITT <i>what are these? Collect responses and then show a modern day car and bus. How are they different? How are they the same.</i></p>

<p>- Have baby dolls for the children to use during roleplay.</p>	<p>- Children to draw pictures of family.</p>	<p><i>Pearce's role in our school? Why is she important? Who is Boris Johnson? What does he do for a job and why is this important? Finish with a circle – what does your adult do for you that makes them important in your house?</i></p> <p><u>CP/Additional learning opportunities</u></p> <ul style="list-style-type: none"> - Floor Book – Groups to create an ‘influential figures’ collage. (e.g., The Queen, Boris Johnson, Ronaldo, Neil Armstrong, Ryan from Ryan’s World, Jason Kenny, Ellie Simmonds, Mrs Pearce, parents 	<p>Snap to partner and share ideas. Snap back and share thoughts.</p> <p>This is a timeline (clap the syllables) - it shows us when things have happened. We are in the year 2021- that is happening now in the present (clap this) let’s put ourselves on the timeline. Have picture of current toys and blue tack onto timeline. Look at current toys and discuss what they notice e.g. moving, making noises, flashing, colours, plastic. Clap the syllables in (plastic)</p> <p>Now explain the chn were born four or five years ago – in the past (clap this) – let’s put that on the timeline. Blue tac picture of baby on timeline.</p> <p>Now we are going to take a journey back even further and we are going to think about before you were born and the toys your grandmas/grandads played with when they were little. Q. Do you think their toys were the same as ours? ITT snap to snap back. Now share the toys with the chn- what do we notice? Link to jigsaw- what’s the same about the toys and what’s different? e.g. it doesn’t flash, make noises, no batteries. Clap the syllables for (wooden)</p> <p>Now we have looked at the toys and compared them, have a think about which toy you are going to practise playing with this week. Children to share a couple of ideas.</p> <p><u>CP/Additional Activities</u></p> <ul style="list-style-type: none"> - Practise playing with toys from the past - Draw pictures of their favourite toy from the past - Write Christmas lists 	<p><i>Why don’t they look the same?</i> Snap to partner and share ideas. Snap back and share thoughts.</p> <p>Recap timeline, do the children remember what it is (clap the syllables) - it shows us when things have happened. Recap ‘old’, ‘new’, ‘modern’, ‘past’, ‘present’ vocab.</p> <p>Children to sort items/pictures into ‘modern’ and ‘old’ vehicles. Children to chant “These were used before I was born,” and, “These are used now I’m here.”</p> <p><u>CP/Additional Activities</u></p> <ul style="list-style-type: none"> - In CP, children try to make model cars using junk modelling and loose parts. - Children to think about the cars/buses they’ve travelled in.
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Learning in preparation for Year One

Hull Fair

Objectives:

Communication and Language: Use a wider range of vocabulary. Understand how to listen carefully and why listening is important. Learn new vocabulary. (3-4)

Communication and Language: Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. (Reception)

UtW: Understand that some places are special to members of their community.

Children will begin by watching this clip of Hull Fair:

<https://www.youtube.com/watch?v=08oKbuzHD3o>

They may need to listen to some sounds for 20-30 seconds too as the first clip has a sound over it.

<https://www.youtube.com/watch?v=KWNrgZQjH8s>

Circle time – *What can you smell, hear or see at Hull Fair?*

Use Chatta to create a storyboards. The children might want to talk about the food and smells of the fair. The children may want to talk about the rides and the sounds of Hull Fair.

Finish off listening to the whole Chatta as a class and celebrate the whole sentences used by the children.

CP/Additional learning opportunities

- **Food tasting** (cinder toffee, coconut, brandy snap, nougat etc). Recap senses and encourage the children to explore using all of their senses before finally tasting the food. Collect describing words and jot on post-its. Do you like it? Which is your favourite/you liked the least? etc.
- Tin Can Alley – Children to throw bean bags at cans with numbers/CVC words on (outdoor).

Bonfire Night

Objectives:

PSE - Increasingly follow rules, understanding why they are important. Understand gradually how others might be feeling (3-4).

PSE - Express their feelings and consider the feelings of others. Think about the perspectives of others (Reception).

UTW - Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past (Reception).

Do Chatta session after discussing 4 points -

- 1) understanding the story of Guy Fawkes
- 2) how they celebrate Bonfire night;
- 3) firework/bonfire safety
- 4) how other people (themselves, babies, dogs, birds, older people) feel like on bonfire night.

[Click here](#) to watch a clip about Guy Fawkes and The Gunpowder Plot. Stop to clarify the language for the children. Highlight the main 2-3 points in the story for them. Once the video ends ask the children what they can remember about Guy Fawkes and the story?

What date is Bonfire Night?

Can the children explain what we do to remember this important date? Do different people celebrate in different ways with their families?

[Click here](#) to watch a clip about Bonfire Night Safety.

Complete the section about keeping safe and the rules of bonfire/firework usage.

Finally, have a discussion about the fact that some people really enjoy bonfire night or elements of it, but some people are scared/frightened of it.

4 Chatta photos:



We celebrate bonfire night because...

Remembrance Day

Objectives:

UtW: Talk about what they see, using a wide vocabulary (3-4).

UtW: Recognise that people have different beliefs and celebrate special times in different ways (Reception).

UtW: Comment on images of familiar situations in the past (Reception).

<https://www.bbc.co.uk/cbeebies/watch/poppies>

Watch the following clip and discuss the colour of the poppies and explain where they were growing - Flanders Fields in France/Belgium – show the children on a map/globe. Ask the children how the music makes them feel and why they have used this music for this clip, *does the music change as the clip goes along? Why? Do the colours change?*

Record anything the children say about the end of the World War/this clip on speech marks and stick in big book. What do the children know about WW1 and discuss why we wear poppies – show children images of soldiers from the war – Sainsbury advert.

Children to use the bottom of a bottle to create a poppy image. Can they use a paint brush to add on the leaves – stick into big book.



CP/Additional learning opportunities

- Children who buy a poppy to explain why they are wearing it
- Red and green playdough out for children to make their own representations.
- Can children have a go at writing words linked to this topic in the writing area – poppy, red, sad. Observations on Tapestry.
- Substitising poppies activity



We watch fireworks...



We stay safe by...

Some people feel...



CP/Additional learning opportunities

- Create firework pictures using brushes, toilet roll holders – link to colour mixing and art planning.
- Taste hotdogs
- Chatta story