	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
Topic	**My Story**	**Festivals**	**Space**	**Our Creatures**	**Healthy Heroes**	**Summertime**
Retrieval	Recall their own early life experiences (baby → toddler → now)	Recall previous celebrations (birthday, festivals)		How humans grow and change to link to how animals grow and change	Life cycle of animals to link to life cycle of fruits/vegetable	How to stay healthy
Chronology	**Substantive Knowledge:** Time passes and people grow older **Disciplinary Knowledge:** Use terms like before, after, now; sequence familiar events Sequence stories	**Substantive Knowledge:** Past events are remembered and celebrated **Disciplinary Knowledge:** Begin to sequence familiar events and use time-related words Sequence past and present events Sequence stories/events e.g. Nativity	**Substantive Knowledge:** Humans have explored space **Disciplinary Knowledge:** Sequence simple space events (first man on the Moon, ISS) Use terms like before, after, now; sequence familiar events Sequence stories	**Substantive Knowledge:** Know animals grow and develop **Disciplinary Knowledge:** Sequence stories Sequence life cycles of animals Use everyday language to describe aging, changing or dying.	**Substantive Knowledge:** Know about events in school that happen every year e.g. sports day **Disciplinary Knowledge:** Sequence stories Sequence life cycle of fruit/vegetables Talk about past and present events in their own lives and in lives of family members.	**Substantive Knowledge:** To know key events in the summer term e.g. School trip I meet my new teacher. Summer holidays **Disciplinary Knowledge:** Sequence stories and events
People, events and significance	**Substantive Knowledge:** Know who is in their family/important to them **Disciplinary Knowledge:** Explain why family members/events are important	**Substantive Knowledge:** Celebrations are important events for families/communities Festivals and light bring people together Soldiers are remembered for their contributions **Disciplinary Knowledge:**	**Substantive Knowledge:** Astronauts explore space **Disciplinary Knowledge:** Explain why astronauts are significant		**Substantive Knowledge:** Sports Day happens in the summer at the end of the school year. **Disciplinary Knowledge:** Explain why sports day happens in the summer and why they need to prepare for it	**Substantive Knowledge:** Know what key events have happened over the year **Disciplinary Knowledge:** Explain why key events have been important to the and who has been important to them.

		Explain significance of festivals and celebrations Recognise importance of Remembrance Day				
Change and continuity	**Substantive Knowledge:** Humans grow and develop Know what the seasons are – focus on Autumn **Disciplinary Knowledge:** Describe what has changed and what stayed the same Explain and compare seasonal changes	**Substantive Knowledge:** Celebrations may change but families continue traditions Celebrations/festivals repeat each year e.g. Remembrance Day, Christmas, Harvest Know what the seasons are – focus on Autumn/winter **Disciplinary Knowledge:** Compare celebrations now vs past Identify similarities and differences in celebrations (e.g. use of light, music) Explain and compare seasonal changes	**Substantive Knowledge:** Know that we can now get evidence from books, computers and other technology (links to telescope and space technology) Know what the seasons are – focus on winter **Disciplinary Knowledge:** Explain and compare seasonal changes Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic	**Substantive Knowledge:** Animals have changed over time There are different creatures now than there were a long, long time ago Know that we can now get evidence from videos, books, computers and other technology (for animals that are extinct like dinosaurs we use fossils) Know what the seasons are – focus on winter/spring **Disciplinary Knowledge:** Explain and compare seasonal changes Explain how animals change and grow Use books, pictures and technology (e.g. kindles	**Substantive Knowledge:** Know what the seasons are – focus on spring Some foods come from seeds and are planted and grow Know what happens to our body's when we exercise **Disciplinary Knowledge:** Explain and compare seasonal changes Explain how to care for seeds planted for food and how they change and grow Explain how our body changes as we exercise (sweat, heart beats faster) Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic	**Substantive Knowledge:** Know what the seasons are – focus on summer Know that the weather changes and that they need to change clothes to protect themselves. **Disciplinary Knowledge:** Explain and compare seasonal changes Explain why they need to look after their body when in the heat. Use books, pictures and technology (e.g. kindles and iPads) to find out information about a topic

				and iPads) to find out information about a topic		
Cause and consequence	**Substantive Knowledge:** Know that actions lead to outcomes (e.g., "I eat food → I grow") **Disciplinary Knowledge:** Explain simple cause-effect using because/so	**Substantive Knowledge:** Events happen because of preparation/planning Light and fire bring warmth/celebration Soldiers fought, so we wear poppies **Disciplinary Knowledge:** Explain why celebrations happen Explain why light is important in festivals Explain why we remember events	**Substantive Knowledge:** Know that humans go to space to find out more about it **Disciplinary Knowledge:** Explain why humans explore space		**Substantive Knowledge:** Know why the body needs healthy foods and exercise **Disciplinary Knowledge:** Explain what happens if we do or do not eat healthy foods and exercise	**Substantive Knowledge:** Know they need to wear different clothes, wear suncream, hats and sunglasses etc. because it is hotter **Disciplinary Knowledge:** Explain why they need to look after their body when they spend time in the heat (drink plenty of water, use suncream, stay in the shade, wear a hat and sunglasses) and what happens if they don't.
Vocabulary	Before, after, then, now change, old and new, because , so	Before, after, change, stay the same, similar, different, because, so, past		Long, long ago, old, before, now, then, after	Before, after, change, stay the same, similar, different, because, so	Change, stay the same, because, if, before, then, now, after, because, so
NC Links	The EYFS framework (2021) states that Understanding the World requires children to make sense of their physical world and their community. This series of topics achieves this by putting the individual child and their home and learning environments at the centre of the enquiry-led projects. Links to stories suggested within the unit will foster a child's understanding of our culturally, socially, technologically and ecologically diverse world, as well as help to develop domain-specific language.					
Builds on to		Castles in Yr 1. To learn common Fairy tales and	Space Year 1 – Neil Armstrong and Tim Peake	Yr 3 Stone Age to Iron Age starting with fossil		

		stories; to build narrative abilities, learn about characters, actions and consequences, build contextual vocabulary and schema.	– comparing their experiences in space. What has stayed the same and what is different	evidence of Palaeolithic Age and cavemen. Who Mary Anning was and what she discovered. Food chains and life cycles Science Year 1 and 2.		
Progression in KS 1 - EYFS	- tell and re-tell a story - have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others - draw some simple conclusions about sources, such as what an artefact was used for - ask as well as answer simple historical questions - recognise similarities and differences such as here/there and then/now involving situations, people and events - use referencing skills – to find information in topic books or a source - distinguish photographs from pictures - observe details in pictorial sources - produce personal/family timelines showing four-to-five key events in a relationship - sequence three-to-four events in a story - produce simple family trees - use time words.					