

Summer 2: Time travellers							
Enquiry Question: How have I changed, and where will my journey take me next?							
Magnificent 7 Goal	Plan a party	Shine like an artist	Be a nature detective	Make a movie	Develop healthy habits	WOW us with your writing	Follow a recipe
Milestones	Children can take part in a simple celebration, showing awareness of others' feelings, roles, and cultural differences.	Children can create more complex and detailed pieces of artwork, combining imagination, observation, and inspiration from artists, and can discuss their process and intentions.	Children can conduct investigations outdoors during Forest School sessions, compare observations, describe life cycles, and explain the effects of care and environment on plants and animals.	Children plan and create a simple movie based on a story idea.	Children can combine different movements with relative ease and fluency.	Children write simple sentences, both dictated and self-generated, and can talk through their ideas before writing.	Children follow a clear sequence of steps with increasing independence.
Goal overview	Children apply knowledge of celebrations through participation in a party. They show empathy, turn-taking, cooperation, and begin to resolve minor disagreements independently. Children reflect on how aspects of the celebration reflect their own or other cultures and use stories and discussion to compare similarities and differences. Vocabulary development continues through describing roles, activities, and emotions during the party.	Children use a range of media and materials to produce artwork with more detail and structure, such as combining shapes, patterns, and textures. They draw on observation, stories, cultural art, and the work of famous or contemporary artists to inspire ideas. Children plan steps in their artwork, collaborate with peers, and reflect on creative choices. Fine motor skills are applied confidently when painting, cutting, or assembling materials. Adults model art vocabulary and ask children to describe their work, fostering discussion of ideas, feelings,	Children take part in investigations in the Forest School or outdoor environment, focusing on plants, minibests and seasonal changes using their senses. Children notice patterns, make comparisons, and describe life cycles of minibests or small animals. They compare the local environment to other environments and discuss differences in weather, climate, or habitats. Children represent findings through drawings or natural art and discuss their observations.	Children draw inspiration from high-quality books and develop their own story ideas through discussions and drawings. Working collaboratively, they plan a short "movie", deciding on characters, settings and key events. Children use role-play, props and costumes to perform scenes while adults support them to use simple mechanisms with which to tell their story. They practise oracy skills, speaking clearly, listening to others' ideas, sequencing events, and adapting their storytelling.	From frequent use of picture books and other resources, children understand and can explain the importance of maintaining a healthy lifestyle, including eating a balanced diet and taking care of their teeth. They can also discuss the effects of a healthy lifestyle on their body and different ways positive wellbeing can be encouraged. They can combine a series of movements, some involving obstacles (e.g. crawling through a tunnel, walking over a plank) that	Children write simple dictated sentences and begin to compose their own sentences that can be read by themselves and others. They verbalise their ideas before writing and increasingly use the tripod grip effectively and consistently. Children are able to plan, articulate, and carry out their writing ideas through both independent and adult-guided activities.	Children begin to follow a structured sequence of steps, recognising that instructions must be completed in the correct order to achieve a result. They increasingly apply mathematical knowledge such as counting, comparing and measuring when carrying out tasks. They begin to discuss what is needed before starting an activity, identifying ingredients, tools or resources required.

		inspiration, and intentions.			require quick changes of speed and direction. Children are introduced to team games with rules and targets when they have consolidated their skills and set personal targets that they can work on and improve using times and counting. They can talk about safe places to play within their local environment, using recently introduced vocabulary.		
Early Learning Goals	Self-Regulation Show an understanding of their own feelings and those of others, regulate behaviour and focus attention. Managing Self Manage personal needs independently, make healthy choices and explain reasons for rules. Building Relationships Work and play cooperatively, take turns and form positive relationships with adults and peers.	Creating with Materials Safely use a variety of materials, tools and techniques to create and express ideas. Being Imaginative and Expressive Invent, adapt and recount stories, songs and performances through imaginative play.	Past and Present Talk about the lives of people around them and understand differences between past and present. People, Culture and Communities Describe their immediate environment and understand similarities and differences between communities and cultures. The Natural World Explore and understand the natural world through observation, investigation and discussion.	Listening, Attention and Understanding Listen attentively, respond appropriately and understand questions, instructions and stories. Speaking Express ideas and feelings using full sentences and participate in conversations with others.	Gross Motor Skills Move confidently with coordination, balance and control in a range of ways. Fine Motor Skills Hold writing tools effectively and show accuracy and control when drawing and writing.	Comprehension Demonstrate understanding of stories and texts by discussing events, characters and information. Word Reading Read simple sentences using phonic knowledge and recognise common exception words. Writing Write recognisable letters, spell words using phonic knowledge and write simple sentences.	Number Demonstrate a deep understanding of numbers to 10, including composition and relationships. Numerical Patterns Recognise, create and explain patterns and understand number sequences.
Knowledge progression	Children know that celebrations happen at different	Children know that artists use different materials to	Children know that time causes people, plants and	Children know that stories have a beginning, middle	Children know that healthy routines help us	Children know that writing helps us record memories,	Children know that instructions must be followed in the

	times throughout the year. They know that birthdays, festivals and milestones help us remember important moments and celebrate achievements.	represent memories, seasons, celebrations and the passing of time. They know artwork can capture important moments from the past and hopes for the future.	animals to grow and change. They know that seasons follow a yearly cycle and that environments change throughout the year.	and end and that events happen in chronological order. They know that memories help us understand the past and that everyone can imagine their future.	grow and develop. They know that making positive choices today can help us achieve our goals in the future.	recount events, share information and express our hopes and dreams. They know that diaries, calendars, invitations and letters all have different purposes.	correct order and that time helps us organise our daily lives. They know that planning ahead helps us achieve a goal.
Skills progression	Children collaborate to plan and organise a celebration, take on different roles, reflect on special memories and work together to celebrate achievements.	Children select and combine a range of media to create memory books, timelines, self-portraits and artwork inspired by the seasons and their future aspirations, explaining their creative choices	Children observe, compare and record seasonal changes, identify how living things grow over time and compare the past with the present using observations and appropriate vocabulary.	Children plan, perform and record a simple movie about an important memory, a historical event or what they would like to be when they grow up, using clear sequencing and storytelling.	Children demonstrate healthy daily routines, complete movement challenges confidently, set simple personal goals and explain how healthy habits help them now and in the future.	Children independently write diary entries, recounts, invitations, timelines and simple pieces about memorable events, their future ambitions and what they would like to achieve.	Children follow and give simple sequential instructions, organise resources independently, use time vocabulary to sequence events and explain the steps needed to achieve a goal.
EYFS Weekly teaching	MyHappyMind			NELI (Time) Talk for Tuesday (Oracy planning)	Get set for PE	Drawing club Little Wandle	Concept Cat White Rose NCETM
Memorable experiences	Father's Day Transition day to year 1 Reflecting on the year gallery	Future me gallery	Grandparents' day Careers day		Sports day		Time capsule
Spotlight learning	Setting goals and working towards them My achievements this year	Create self-portraits (compare from Autumn 1) Build clocks from loose parts	People who changed the world Comparing old and new toys	Interview grandparents		Writing letter to our future selves Write postcards to our new teacher	Making time capsules Learn about days, weeks, months and years Make observations of

	Explore what I want to be when I grow up		Look at old clocks and new clocks Comparing school life, then and now				the decaying process
Key texts	Fiction · The Tortoise and the Hare – Aesop · Perfect Time – Michael Rosen · Once There Were Giants – Martin Waddell · Wilfrid Gordon McDonald Partridge – Mem Fox · Peace at Last – Jill Murphy · The Very Hungry Caterpillar – Eric Carle · Owl Babies – Martin Waddell · When I Grow Up – Tim Minchin · The Koala Who Could – Rachel Bright · What We'll Build – Oliver Jeffers · Love Makes a Family – Sophie Beer · When I'm Big – Maria Dek			Non-fiction · All About Time · Day and Night · The Seasons · My First Book of Time · People Who Help Us · Jobs People Do · When I Grow Up · A Child Through Time · All About Me: Then and Now · Calendars Around the World · Our Changing World · History Detectives: Toys Then and Now			
Nursery rhymes and poems	Nursery rhymes · Hickory Dickory Dock · Here We Go Round the Mulberry Bush · This Is the Way We Brush Our Teeth · The Days of the Week Song · Twinkle, Twinkle, Little Star · One, Two, Buckle My Shoe · Five Little Monkeys · If You're Happy and You Know It · Ring a Ring o' Roses · Miss Polly Had a Dolly			Poems · Today Is Monday – Eric Carle · The Clock – Pie Corbett · My Busy Day – Shirley Hughes · The Four Seasons – John Foster · Morning – A. A. Milne · Bed in Summer – Robert Louis Stevenson · What I'd Like to Be – John Foster · Growing Up – Rachel Rooney · The Months of the Year · The Days of the Week · Time Goes By – James Carter · Tomorrow – Pie Corbett			
Key vocabulary	Teir 1 vocabulary morning, afternoon, evening, night, breakfast, lunchtime, dinnertime, playtime, bedtime, clock, watch, alarm clock, stopwatch, hour, minute, day, week, month, weekend, today, yesterday, tomorrow, remember, celebrate, forget, guess, wake up, time, dark, light, season, spring, summer, autumn, winter, birthday, calendar, routine,			Teir 2 vocabulary wake, woke, woken, waking, daytime, night-time, darkness, bedtime stories, run out of time, set the time, set the alarm, second hand, digital clock, analogue clock, clock face, daily, weekly, monthly, yearly, calendar, remember, remembered, remembering, celebration, celebrate, celebrated, celebrating, forget, forgot, forgotten, forgetting, memory, guess, guessed, guessing, take, took, taken, taking, timeline, chronological, sequence,			

	baby, child, adult, past, present, future, grow, change, job, career, dream and goal			history, historical, decade, century, achievement, aspiration, ambition, future, responsibility, independence, milestone and reflection			
Wider curriculum links	PSHE Developing healthy daily routines, setting personal goals, reflecting on achievements, managing emotions, building resilience, celebrating successes, understanding aspirations, discussing future careers, recognising personal strengths and respecting the ambitions of others.	Art & Design Creating timelines, self-portraits, memory books, seasonal artwork, observational drawings, designing clocks and calendars, exploring the work of artists who capture memories and everyday life, using a range of media to represent the passing of time. Design Technology Designing and making clocks, calendars, time capsules and memory boxes, following instructions in sequence, selecting and using appropriate materials and tools, evaluating and improving	History Exploring the past, present and future, creating personal timelines, comparing toys, homes and schools from the past with today, discussing significant events in their own lives, learning about historical figures and recognising how people, places and communities change over time. Geography Exploring seasonal weather patterns, understanding day and night, identifying changes in the local environment throughout the year, comparing places at different times		Physical Education Completing timed challenges, obstacle courses and movement sequences, developing coordination, balance and agility, improving stamina, understanding the importance of daily exercise and healthy routines and setting personal physical goals.	Literacy Reading stories about memories, growth and aspirations, writing diary entries, recounts, invitations, timelines and letters, sequencing stories, recording personal experiences and writing about future ambitions and careers.	Computing Using digital clocks and timers, creating simple digital timelines, taking photographs to record memories, sequencing events using technology, exploring digital calendars and using simple programs to organise information. Mathematics Ordering events chronologically, sequencing daily routines, recognising and using time vocabulary, exploring days, weeks, months and seasons, comparing duration, reading simple clocks, using calendars and solving problems involving time.

		finished creations. Music Learning songs about days, months and seasons, exploring rhythm and tempo, listening to music from different decades, creating rhythmic patterns to represent the passing of time and performing songs linked to routines and celebrations.	and recognising how the environment changes with the seasons. Science Observing seasonal changes, exploring life cycles, investigating growth and change in plants, animals and people, understanding day and night, discussing how living things change over time and making observations to identify patterns. RE Exploring celebrations and festivals throughout the year, reflecting on special memories and significant life events, understanding why some celebrations are				
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			important to different people and communities and discussing hopes, dreams and aspirations for the future.				
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	Sticky Knowledge						
7 Area's of learning	Personal development	Expressive arts	Understanding the world	Communication and language	Physical development	Literacy	Mathematics
Children will know	• Time helps us grow, learn and achieve new things. • Healthy routines help us stay happy and healthy. • We can celebrate our achievements and be proud of how far we have come. • Everyone has different talents, interests and goals for the future. • Setting goals helps us work towards something we want to achieve. • We can learn from our	• Artists use different materials to represent memories, seasons and celebrations. • Art can tell the story of our lives and experiences. • Music and movement can represent different times of day and seasons. • We can use our imagination to think about our future. • We can express our ideas, memories and dreams through	• Time can be measured using clocks and calendars. • Days become weeks, weeks become months and months become years. • Seasons change throughout the year. • People, animals and plants grow and change over time. • The past, present and future help us understand how things change. • People have different jobs and make different contributions to their communities	• We use time vocabulary to talk about when things happen. • We can talk about memories and important events in order. • We can explain how we have changed over time. • We can discuss our hopes, dreams and future ambitions. • Listening carefully helps us understand and respond to others. • Stories help us understand the past and imagine the future.	• Daily exercise helps keep our bodies healthy. • Good routines, including sleep and healthy eating, help us grow. • We can move with increasing control, coordination and confidence. • Practising skills helps us improve over time. • We can use tools safely when creating models and artwork.	• Stories happen in a sequence with a beginning, middle and end. • Calendars, diaries, invitations and letters all have different purposes. • Writing helps us remember important events and share our ideas. • We can write about memories, celebrations and future ambitions. • Reading	• Time can be measured using clocks and calendars. • Days, weeks, months and seasons follow a repeating sequence. • We can order events from the past, present and future. • We use numbers to measure and compare time. • Timelines help us understand how people and events change over time. • Time

