



	Nursery	Reception
Chronological understanding	<p>As a historian: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger).(Speaking 30-50m) Can I remember and talk about significant events in my own experience? (P&C 30-50m)</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>	<p>As a historian: Can I talk about past and present events in my own life and in the lives of family members? (P&C ELG)</p> <p>Can I understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?</p>
Historical Enquiry	<p>As a historian: Can I question why things happen? (CAL 30-50m) Am I beginning to understand why and how questions? (CAL 30-50m)</p> <p>Can I understand and use vocabulary such as: how, why, because?</p>	<p>As a historian: Can I answer how and why questions about experiences and in response to stories or events? (CAL – ELG)</p> <p>Can I understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>
Knowledge and Interpretation	<p>As a historian: Am I developing an understanding of growth, decay and changes over time? (The World 30-50m) Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world? (The World 30-50m)</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, change, what happened?, why, because?</p>	<p>As a historian: Can I make observations of animals and plants and explain why some things occur, and talk about changes? (The World ELG) Can I look closely at similarities, differences, patterns and change? (The World 40-60m)</p> <p>Can I understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain?</p>
Implementation	<p>Daily calendar – discuss what day it was yesterday, what we did last week...</p> <p>Learning journey board</p> <p>Nursery Rhymes – when singing nursery rhymes, discuss what they are about and that they were wrote a long time ago</p> <p>Curiosity Cube – add artefacts and interesting objects to discuss</p>	<p>Daily calendar – discuss what day it was yesterday, what we did last week...</p> <p>Learning journey board – set up as a time line to introduce the concept. Add photos and regularly discuss what we did over the year</p> <p>Nursery Rhymes – when singing nursery rhymes, discuss what they are about and that they were wrote a long time ago</p> <p>Muddled bag – artefacts and interesting objects to sort and discuss</p> <p>Traditional Tales topic (SPRING 2) Explore the stories and how they have been passed down through the years. Story sequencing</p>



Curriculum Progression of skills

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