

#### Block Rational:

An excellent opportunity for children to talk about their own family, share photographs and talk about what they see in pictures.

In Autumn B we will then look at our homes and the different sorts of houses people can live in. How have homes changed over time.

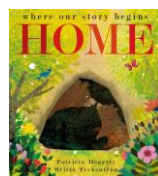
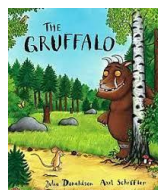
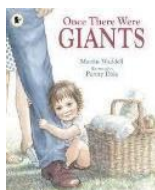
#### Subject Links:

Science – Humans.

Geography – Where do I live with my family.

History of homes/houses

#### Key Texts:



#### Fieldwork/Practical Opportunities:

Visits from family members

Sharing photos of own family - Tapestry

Making own family Trees

**Muddles Bag activity (Key Stage History)**

#### Links to Prior Learning:

- This is the first unit of History taught in Reception.

EYFS – F1

- My Mum and Dad
- Before
- Old/New

This unit begins to introduce the concept of significant individuals in children's own lives, In Key Stage 1 children will develop their understanding of significant individuals outside of their own family.

#### Links to Future Learning:

Y1/2

- Significant Individuals
- Chronological understanding – lengthening timelines
- Significant events beyond living memory.

#### Steps to Learning

I am beginning to make sense of my own life-story and family history.

I can sequence family members according to name/size, e.g. baby, child, adult.

I can sequence family members according to their age and describe who they are, e.g.,

I can sequence family members according to their age. I can explain who they are and the

I understand and explain that there are differences and similarities between

I can sequence key memories that happened in my life.

#### End Point:

I can talk about the lives of the people around me and their

		baby, toddler, child, teenager, adult, elderly.	key differences in what they can and can not do.	people of different ages. I describe memories that have happened in my own life.	I am beginning to sequence memories in the lives of my family members.	roles in society. UTW. P&P.ELG  I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG
<b>Core Concepts:</b> Change, Continuity and Progression				<b>Substantive Concepts:</b> Society - a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.		
<b>Key Vocabulary:</b> Today Yesterday Then Now New Old Family Names Same Different				<b>EYFS Development Matters:</b> 3/4 Year Olds: <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> Reception: <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> Early Learning Goal: <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
				<b>Home Learning Opportunities:</b>  Share photos of family members at home and add these to Tapestry.  Challenge the children to be detectives – what can you find out about your family?  Talking Mealtimes – sharing memories of events and occasions with family.		



**baby**



**toddler**



**child**



**teenager**



**adult**



**elderly**