



This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today. traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.



- ## KEY QUESTIONS
- How have I changed from baby to toddler to child?
 - What did my grandparents do when they were children?
 - What are your favourite family traditions?
 - How do we know about life in the past?
 - How is childhood today different compared to your grandparents?
 - What can you do now that you couldn't do as a baby?

Key Themes

Changing Me	Memories	Artefacts	Grandparents	Royalty	Historians
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Why has this EYFS project been chosen for pupils at Applegarth Primary School?	This project builds on knowledge taught in one of our Jigsaw projects (Celebrating Difference) and knowledge about olden day machines (taught in 'Marvellous Machines'). It allows opportunities for children to share their unique family memories with classmates and celebrate the special people in their lives. 'Long Ago' supports children to understand how life has changed in comparison with their grandparents' childhood. We even invite grandparents in to share their memories and olden day artefacts! The project also promotes speaking and listening; children talk about special people and events (celebrations) in their lives, as well as learn to ask questions about the lives of others. We visit All Saints Church where we role play a baptisms and weddings to immerse children in a celebration. Our provision enhancements include: traditional toys and games to support mathematical concepts and physical activity; traditional tales to stimulate role play and storytelling; old fashioned writing materials to encourage early writing; and modelling materials to promote creative sculpture work.	
Which aspects of the EYFS Framework and Development Matters will the project focus on?	Maths	Number; Numerical patterns
	PD	Gross motor skills; Fine motor skills
	PSED	Self-regulation; Managing self; Building relationships
	World	Past and present; People, culture and communities; The natural world
	Exp A&D	Creating with materials; Being imaginative and expressive
	CL	Listening, attention and understanding; Speaking
	Literacy	Comprehension; Word reading; Writing
What specifically do we want the children to know/be able to do, understand and be able to do by the end of this unit?	Communication and Language People grow from being babies to adults. As people grow older, they look different and can do different things. Your grandparents are your parents' parents. All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage. Skill: Ask questions to find out more and understand what has been said to them. Skill: Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	
	Physical Development	

A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes.

Different types of art include painting, drawing, collage, textiles, sculpture and printing.

Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.

Skill: Make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing

Skill: Make simple prints using a variety of tools, including print blocks and rollers.

PSED

There are lots of special people in their lives, including family and friends.

Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers.

All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.

Everyone is different and special. There might be things that make them similar to or different from others, including their appearance or things that they like to do.

Be aware of the importance of listening

Literacy

Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.

Skill: Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.

Spell words by identifying the sounds and then writing the sounds with letters.

Talk about stories that have been read to them and retell them through role play and small world play.

Maths

Events happen in an order and sometimes they have to wait for things to happen. Certain words, including 'later', show that they need to wait for an event to happen.

Numbers to 10 can be made in different ways, but the total is the same each time.

There are seven days in the week. School days are Monday to Friday. Saturday and Sunday are the weekend.

The World

A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations.

Pictures and books can show how life was different in the past.

The past is made of events that have already happened.

Memories are things we remember from the past.

Historians and archaeologists are people who find out about life long ago.

Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.

The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.

Historians and archaeologists are people who find out about life long ago.

Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.

Objects from the past can look different to objects from the present.

Antiques are often valuable objects from the past.

Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.

Words that help us to describe the passage of time include yesterday, last week, before and then.

A timeline shows the order in which events happened.

All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.

Your history is all the events that have happened in your life.

Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground.

Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.

The weather can change throughout the day, week and month. The weather is different at different times in the year.

People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.

People grow from being babies to adults. As people grow older, they look different and can do different things.

Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties.

Expressive Art and Design

Different materials have different properties and can be used for different purposes.

A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes

Different types of art include painting, drawing, collage, textiles, sculpture and printing.
 Vehicles and machines have wheels and axles to help them move.
 Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.
 The primary colours are red, yellow and blue.

EYFS Framework		Prior Learning	Subsequent Learning
Maths	Number; Numerical patterns	Communication and Language Begin to use question words, including who, why, what, when, where and how Expressive Arts Different types of art include painting, drawing, collage, textiles, sculpture and printing. The World The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. The World Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire.	The learning in this project lays the foundations for future learning in the following Ks1 projects: Ready, Steady, Grow EYFS Childhood – Year 1 Jigsaw – Celebrating Difference Y1 School Days – Year 1 Animals, including humans Y1
PD	Gross motor skills; Fine motor skills		
PSED	Self-regulation; Managing self; Building relationships		
World	Past and present; People, culture and communities; The natural world		
Exp A&D	Creating with materials; Being imaginative and expressive		
CL	Listening, attention and understanding; Speaking		
Literacy	Comprehension; Word reading; Writing		
Memorable experience	Long ago		
Innovate challenge	Exploring changes		
Vocabulary to be revisited		Vocabulary to be newly acquired	
Family, unique, grandparents		Memory, toddler, adult, grow, history, history, heritage, traditions	
Significant people		Significant events	
Floella Benjamin		Historian visit Grandparents visit	
Cultural capital		Local context links	
Children learn songs and nursery rhymes Children have opportunities to bake in this project. Build activities around each unique child's interests and experiences.		Records Office Visit Nursing Home on Springwell Lane Heritage Hub in the Market Square	
Recommended reads			
The Missing Piece – Jordan Stephens Hey You – Dapo Adeola Tango Make Three – Justin Richardson Coming to England – Floella Benjamin Dadaji's Paintbrush – Rashmi Sirdeshpande If all the World Were - Joseph Coelho			

Teaching and Learning Sequence

Introductory Knowledge	<ul style="list-style-type: none"> • The past is made of events that have already happened. • Memories are things we remember from the past. • Your history is all the events that have happened in your life. • A timeline shows the order in which events happened.
SEND*	Each teacher will carefully consider the individual needs of their SEND pupils when planning and preparing lessons. SEND resources will be acknowledged with a *

Pedagogical Stage	How will this be taught? What provision will be needed?		Key vocabulary	How will learning be recorded?	What resources are needed?
ENGAGE Learners will be: <i>adventurous, curious and excited</i>	Memorable Experience Concept/s: exhibit, clothing, museum, the past	Invite a local historian into school to show children artefacts and pictures from the past	Exhibit, artefact, clothing and costumes, the past	Seesaw Learning journeys Photographs for working walls	Cameras or tablets Clipboards Paper Drawing resources Photographs of the school and local area in the past Hats, caps and bonnets Jackets and shawls
	1. Stories from the past LO: The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.	Share the story The Tiger Who Came to Tea by Judith Kerr. As you read the story, encourage the children to talk about the pictures and compare the little girl's life and her parents with their lives.	Milkman, plastic/glass bottles, grocery boy, life in the past		
	2. Time Team Explorers Explore and talk about important events in the school or locality's history.	Explain to the children that historians find out about life in the past. Tell the children they will be historians and go hunting for things that tell them how the school or local area has changed. Arrange a trip around the school or local area to look for clues about life in the past. If your school building is old, look for evidence that shows how different parts or features were used in the past.	Historians, archaeologists, photographs,		
	3. Black and White Photos	Display the Black and white portrait picture cards and explore why the photographs taken in the past are in black and white, whereas modern ones tend to be in colour. Explain that a photograph took a long time to take in the past, and people had to stand in the same pose for a long time, so they don't show people smiling. Provide cameras or tablets and show the children how to edit photographs to turn them into black and white. Set up a photo booth for the children to take and edit photographs of each other.	Photographs The past Modern		
DEVELOP Learners will be: <i>industrious, purposeful and resilient</i>	Develop 1: My History Concept/s: memories, baby, toddler, adult, grow, history			Seesaw Learning journeys Photographs for working walls	Parent and baby Camera or tablet Photographs of memorable
	1. Looking after baby Change happens to everyone. Changes happen in families and environments.	Invite a parent and their baby to come into school to visit the children. Before the visit, ask the children to prepare questions to ask the parent. Use the Looking after baby questions template to provide ideas and record the children's questions.	Blankets Dummies and bottles Cloth and disposable nappies		

	<p>2. Babies</p> <p>Share the story <i>The Baby's Catalogue</i> by Janet and Allan Ahlberg. Have fun looking at the pictures and encourage the children to talk about what the babies do during the day. Invite them to compare the families in the story with their lives. Offer magazines and catalogues that contain baby items, clothes and toys</p>			<p>experiences from school and home</p> <p>Writing resources</p> <p>Sound mats</p> <p>Word banks</p> <p>Balance scales</p> <p>Cake tins or cupcake cases</p> <p>Mixing bowls</p> <p>Wooden spoons</p> <p>Metal tablespoons</p> <p>Oven</p> <p>Self-raising flour</p> <p>Butter</p> <p>Eggs</p> <p>Sugar</p> <p>Icing sugar</p> <p>Jam</p>
	<p>3. Memories</p> <p>Talk about past and present events in their own lives and those who are important to them.</p>	<p>Invite the children to bring in photographs showing them at different life stages or their special memories. Explain that memories are things that we remember from the past. Provide time for the children to share their photographs with their group and talk about their special memories. Provide the My special memory template</p>	<p>Memories</p> <p>Experiences</p> <p>Life stages</p>	
	<p>Develop 2: My heritage</p> <p>Concept/s: grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, history, heritage</p>			
	<p>1. Family Histories</p> <p>All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</p>	<p>Explain to the children that every family has a history, and each family history is different and unique. Explain that some families travel to other countries to live while others stay and live in the same country for years and years. Some children might have grandparents or great-grandparents who travelled to different countries to live recently or many years ago.</p>	<p>Heritage</p>	
	<p>2. Grandparents</p> <p>Talk about past and present events in their own lives and those who are important to them.</p>	<p>Invite grandparents and great-grandparents to come and visit school. Ask them to bring photographs of themselves as children and at school. Before the visits, encourage the children to think of questions they would like to ask and record them on the Grandparents questions template.</p>	<p>Childhood memory</p>	
	<p>3. Bake It</p> <p>Items can be measured to show how long, tall or heavy they are.</p>	<p>Use a Sponge cake recipe for further information. Explain that this is a traditional recipe and has been used by people for many years. Ensure that each of the children in the group has a go at spooning, weighing and mixing</p>	<p>Spooning</p> <p>Weighing</p> <p>Mixing</p> <p>baking</p>	
	<p>4. Family traditions</p> <p>All families are unique. They can be of different sizes and have different values, beliefs and traditions. Our families give us our heritage.</p>	<p>Explain that all families have special events and traditions that they celebrate each year. Encourage the children to talk about special events that they observe. Explain that each year in spring, Chinese families celebrate Chinese New Year. Watch the Chinese and Lunar New Year videos on the CBeebies website. Explain that families all over the world celebrate Lunar New Year.</p>	<p>Celebration</p> <p>Tradition</p>	
	<p>Develop 3: Step Back In Time</p> <p>Concept/s: history, past, historian, royalty</p>			<p>Seesaw</p> <p>Learning journeys</p> <p>Photographs for working walls</p>
	<p>1. Royal Tales</p>	<p>Display a selection of stories relating to the theme of royalty. Stories could include <i>Cinderella</i>, <i>Sleeping Beauty</i>, <i>The Princess and the Pea</i>, <i>Puss in Boots</i> and <i>The Emperor's New Clothes</i>. Choose one of the stories to read and talk about the royal characters in the book. Ask the children if they know what kings and queens are and the role of royalty in society. Ask how they would know if someone was a king or queen. Display the Kings and queens picture cards and discuss the images. Ask the children what they think shows someone is a king or queen.</p>	<p>Royalty</p> <p>King</p> <p>Queen</p> <p>Charles 1</p>	<p>Wooden dolly pegs</p> <p>Pipe cleaners</p> <p>Googly eyes</p> <p>Glue</p> <p>Various fabrics</p> <p>Marker pens</p> <p>Wool</p> <p>Scissors</p>

	2. Toys From the Past	Show the children the Toys from the past picture cards and invite them to talk about the toys that children had to play with and how they differ from their toys. Explain that often children would make toys from household items.	Rocking horse Marbles Spinning tops Jack-in-the-box		Pictures of famous sculptures Clay Clay tools Rolling pins
	3. Portraits	Display the Sculpture picture cards and explain that in the past, people only had paintings and sculptures to show what people looked like and keep their images alive. Explain that artists had the job of creating these works of art. Provide clay and show the children how to roll it out, make shapes and draw in it.	Artist Memory Artefact		Old, plain T-shirts Beads Buttons Wool Fabric glue Bodkin needles Embroidery thread
	4. Old clothes to new clothes	Work with a small group of children and explain to them that in the past, people often needed to make their clothes or alter them by adding ribbons, beads or new buttons. Show the children how to make a simple pompom. Wrap thick wool around the fingers on your hand, take it off and tie a length of wool tightly around the middle. You can then cut around the loops of the wool to create the pompom. Provide old, plain T-shirts and a selection of beads, wool, buttons, fabric glue, needles and embroidery thread. Explain that they will work as a group to transform the T-shirt using the resources.	Transform Embroidery		
INNOVATE <i>Learners will be: Imaginative, inventive and resourceful</i>	Innovate Concept: Changes 1. Describe seasonal changes 2. Describe what you can do now compared to a baby 3. Explain what you're looking forward to doing when you are older. 4. Match objects from long ago to their modern versions. 5. Draw favourite toy and explain how it differs from a toy from the past.				
EXPRESS <i>Learners will be: confident, articulate and reflective</i>	Reflection Assessment Concept/s: memories, historians, timelines	Stay and play for grandparents Send out copies of the Stay and play invite template . Revisit the Bake it! activity so you can provide tea and homemade cakes for the children to share with their grandparents.		Seesaw Learning journeys Photographs for working walls	
	Reflection Test Concept/s: Changes,				
	1. Clothes, vehicles and toys	What activities did you enjoy the most in the project?			
	2. Life in the past	What was the most interesting thing you learned?			
	3. Grandparents' memories	What activities would you like to share with your grandparents?			