

<p><b>Early Years Foundation Stage</b></p>	<p style="text-align: center;"><b>Historical Association</b></p> <p style="text-align: center;"><b>Scheme of work for Early Years Foundation Stage history</b></p> <p><b>Unit: All About Me – using the children’s own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.</b></p>	 <p>Historical Association The voice for history</p>
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## About this unit

In the Early Years Foundation Stage, children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills.

Many children within the EYFS will have younger and/or older siblings, who they will see being involved in activities at a different level. This can be used to extend the children’s learning and understanding of themselves and the world around them. By the time children are in Reception, they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes in time have an impact on what activities they can do (sleep, eat, play, home, holidays, etc.), as well as what they wear and what they celebrate.

This series of learning activities is aimed to bring together a number of key learning areas that are within the revised 2021 EYFS framework for one specific area: **Understanding the World**.

## Unit structure

This unit is structured around three history enquiries that link to a number of prime and specific areas of the *Development Matters* Early Years Foundation Stage statements:

1. **How have I changed since I was a baby?**
2. **Why do we wear different clothes during the year?**
3. **What are our favourite celebrations each year?**

The EYFS framework (2021) states that **Understanding the World** requires children to make sense of their physical world and their community.

This scheme of work 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.

## Enquiry 1: How have I changed since I was a baby?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Children should learn:</b></p> <p><b>Characteristics of effective learning:</b>  <b>Playing and exploring engagement</b>  They play with what they know</p> <p><b>Creating and thinking critically</b>  They use pretend play to think beyond the 'here and now'</p> <p><b>Personal, social and emotional development:</b>  They see themselves as a valuable individual</p> <p><b>Communication and language:</b>  They give their attention to what others say and respond appropriately</p> <p>They answer 'how' and 'why' questions about their</p>	<p><b>What is a timeline?</b></p> <p>Read <i>Once There Were Giants</i> by Martin Waddell to the children/watch the video version available online. You may need to read it/watch it a few times until the children are familiar with the plot.</p> <p>Use language associated with time: <b>then, before, now, next, soon.</b></p> <p>Draw the children's attention to how the main character gains new skills with the passage of time: sitting up, walking, talking, running, starting school. Ask the children to look at the physical changes to the little girl on each page. What is happening to the girl? Why does the little girl think her mum and dad are giants? Do they look like giants as she gets bigger? What is happening to her? Has she really become a giant?</p> <p>Ask the children to help you to sequence images from the story. Once they have achieved this, ask the children to help you retell the story in their own words. This could be followed up by role-playing the changes using props, puppets and pictures taken from the story to help the children internalise the language and the concept that they too are growing up and will, with time, be able to do more things.</p> <p>This could be linked to maths by using dolls houses, etc. Why do the children look like giants compared to the toys? Think about size. Are they really giants? Try to get them to make comparisons between larger and smaller versions of similar items.</p> <p>Alternatively, you could sequence large pictures of the girl and place it along a timeline with her age underneath so that the children can see the sequential impact of numerals, time and the physical changes associated with the passage of time.</p> <p>Early Years professionals could bring in photos of themselves at different stages of their lives for the children to sequence. Ask the children to talk about the similarities and differences between themselves as babies/toddlers/young children compared with the adults in their life. This could be</p>	<p>Photos of the walk for sequencing</p> <p>Picture cards of daily activities</p> <p>Clothes/objects worn/used along the route</p> <p><i>Once There Were Giants</i> by Martin Waddell</p> <p><i>The Queen's Knickers</i> by Nicholas Allan</p>

<p>experiences and in response to stories or events</p> <p>They use a wider range of vocabulary</p> <p>They are able to talk about a range of books and stories, using their experiences to help them to develop their vocabulary and correct problems with simple irregular past-tense verbs, e.g. <i>runned, putted</i></p>	<p>extended to explore a significant person in the past, e.g. the Queen. Read <i>The Queen's Knickers</i> by Nicholas Allan and help to construct a letter to Buckingham Palace to ask the Queen about her life as a young girl.</p> <p>Alternatively, visit a local museum to explore how toys have changed over time.</p> <p>Create an area for investigation that includes sequencing activities. The activities need to be able to develop children's vocabulary as well as physical development and critical thinking skills. Ideas should show the children how much they have changed and developed. They are now in a position to help others. This could include having a set of dolls that need different functions performed for them that the children could do to help the dolls – dressing, washing, cooking, etc.</p>	
<p>They describe events in some detail</p> <p>They use new vocabulary in different contexts</p> <p><b>Literacy:</b></p> <p>They reread these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p><b>Understanding the world: Past and present:</b></p> <p>They talk about members of their immediate family and community</p>	<p><b>How have I changed since I was baby?</b></p> <p>Read <i>A Chair for Baby Bear</i> by Kaye Umansky and Chris Fisher. You may want to read it to the children a few times so that they can become familiar with the sequence of events and the different types of chairs that Baby Bear encounters. Have a selection of different chairs for the children to explore: different sizes, shapes, types and materials used to make the chairs. Can the children recreate their story using their own imaginative play?</p> <p>Draw the children's attention to the 'baby chair'. Is it something that the children would use now? Why not? Get the children to think/talk about how they have grown and can't use the chair anymore. Use this as a starting point to explore other ways in which the children have changed since they were babies. This could be linked to maths and PE lessons.</p> <p>Have a look at a selection of toys for babies. Would the children play with them/need them now? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: 'toys I played with when I was a baby' and 'toys I like to play with now'.</p> <p>Now look at some non-fiction books that show the different stages of growing up. Heinemann's <i>Human Life Cycles</i> by Anita Ganeri has good images for this task.</p> <p>Ask the children to order pictures from a baby to an old person. More able children (Reception) might be able to read/write labels for the photographs.</p>	<p>Photos of the children as babies, toddlers and now</p> <p>Toys the children played with/would have played with as babies, toddlers and now – try to keep similar themes, showing increasing complexity. Ensure teething rings, rattles and pram mobiles are available</p> <p>DVDs of programmes very young children watch and the slightly older children (Reception) would like</p> <p>Different types/sizes of chair – ensure one is very small/a highchair</p>

<p>They can comment on images of familiar situations in the past</p> <p>They can compare and contrast characters from stories, including figures from the past</p>	<p>Now look at the photographs that the children have brought in from home. Ask the children to talk about what they can see. Compare their baby photos with their toddler photos and their photos of them as they are now. Ask the children to try to identify what is similar and different about themselves.</p> <p>Give the children the props to be able to retell the story using their own language.</p>	<p><i>A Chair for Baby Bear</i> by Kaye Umansky and Chris Fisher</p> <p>Non-fiction books that show the different stages of growing up</p>
	<p><b>Final activity: What did our parents/carers look like when they were babies?</b></p> <p><b>*For this session you may want to get the children to create/decorate invitations to take home, inviting family members to celebrate the children's work on sequencing and thinking about the passage of time. Ask the adults to bring in a toy they played with when they were a child and a photograph of themselves as a very young child.</b></p> <p><b>'Pop-up museums' can be a fun way to bring home and the children's setting together. The children can turn the setting into a 'museum', complete with a café serving real food and drink (please take into consideration your setting's policy on food, food preparation and allergies) and entrance tickets, etc.</b></p> <p>Have a number of 'stations' set up around your setting – both indoors and outdoors – where the children can sort objects into: new or old; toys for babies or toys for themselves; and toys they played with compared to toys their parents/carers played with when they were little.</p> <p>Ask the parents/carers to share their photos with their child(ren). Ask the children to look for any similarities/differences between the picture of themselves and the picture of their family member. Maybe the parent had the same colour hair/eyes as their child, etc.</p>	<p>Visiting parents/ guardians/carers/ grandparents</p> <p>Old and new toys</p> <p>Photos of visitors when they were younger</p> <p>DVDs of programmes parents watched as young children and programmes the children watch now</p>

### How will this enquiry help the children to make progress in history?

These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods that will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:

- Talking about the lives of the people around them and their roles in society.
- Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

### How might this enquiry be adapted for children of different ages and different abilities?

There are certain key ideas that are important for children of all ages and abilities to acquire, namely:

- Time passes in sequential order.
- There is key vocabulary associated with the passage of time.
- Time changes us all.

Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:

- Having more independence in exploring artefacts and using them in their own imaginative play.
- Being able to sequence stories.
- Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.

## Enquiry 2: Why do we wear different clothes at different times of the year?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Children should learn:</b></p> <p><b>Characteristics of effective learning:</b>  <b>Playing and exploring engagement</b>            They realise that their actions have an effect on the world, so they want to keep repeating them</p> <p>They respond to new experiences that you bring to their attention</p> <p><b>Active learning</b>            They begin to predict sequences because they know routines</p> <p><b>Creating and thinking critically</b>            They use pretend play to think beyond the 'here and now'</p> <p><b>Communication and language:</b>            They learn new vocabulary</p> <p>They use new vocabulary throughout the day</p>	<p><b>What do we wear in the spring and summer?</b></p> <p>Put an old suitcase/backpack in the middle of the circle. Make sure that it's closed so the children are anticipating what's inside when they come into the room. Have lots of beach towels/ beach mats arranged in a circle for the children to sit on. Have images of holidays, gardens with lots of flowers and trees in full leaf and seaside holidays on the board. The key worker/teacher could be dressed up in shorts, T-shirt, sunglasses and flip-flops. You could also help to create the ambience by having a sound track/video playing in the background of children playing on a beach or seagulls and surf.</p> <p>Ask the children to suggest what is happening. What time of year are we pretending to be in? How can you tell? See whether the children can tell that the clothes and images are related to warm weather.</p> <p>Allow the children to open the case and explore what's inside. Explain that you have had trouble packing your case because you can't remember what to wear when it is warm in the spring and summer. Ask the children to sort the clothes into spring/summer clothes and autumn/winter clothes. How can we tell whether they are right? Ask the children to explore materials (fabrics) to see whether they can determine the differences.</p> <p>Now ask the children to think about what they can do when the spring and summer arrives. Think about playing outside and eating cold foods/ having cold drinks.</p> <p>Follow-up activities could be to make ice lollies, paint big sunny pictures or make a collage of themselves wearing lightweight clothes. You may want to use pieces of brightly coloured cotton fabric cut up into small bits.</p>	<p>Sunglasses/sun screen/ sun hats</p> <p>Shorts/ T-shirts/sandals</p> <p>Clothes associated with beach holidays</p> <p>An old suitcase</p> <p>Old postcards and travel brochures</p>

<p>They ask questions to find out more and to check they understand what has been said to them</p> <p>They describe events in some detail</p>	<p>Some ICT packages have designated programs for teaching the seasons. These programs will help children to practise their mouse skills by dragging and dropping clothes onto teddies to correspond with the time of year/weather.</p> <p>A permanent display in class, which can be developed with time showing the different seasons of the year, will also help children to see how the seasons change with time. One example might be to have a large 'tree' that has been divided into quarters. You could ask the children to help make paper buds, blossom and lots of leaves on the spring and summer sections.</p>	
<p><b>Personal, social and emotional development:</b> They think about the perspectives of others</p> <p><b>Physical development: moving and handling:</b> They develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p><b>Understanding the world: Past and present</b> They talk about the lives of the people around them and their roles in society</p> <p>They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p><b>What do we wear in the autumn and winter?</b></p> <p>Repeat the set-up from the last session. The children will have some idea of what to expect. They should realise that the difference this time is that the key worker/teacher is dressed for cold weather. Change the images and instead of beach towels have blankets and cushions to make a nice cosy feel in the room. You might want to have a sound effect of wind and rain outside.</p> <p>Have the same suitcase/backpack as the previous session in the centre of the room. Tell children that they are going to pretend that time has moved on and now the spring and summer have gone and the season has changed to... (Can they suggest autumn or winter?)</p> <p>Again, allow the children time to empty the case and sort out the correct clothes for autumn/winter. See whether they can decide which clothes/accessories would be most suitable for colder and wetter weather.</p> <p>To follow up, you might want to consider doing a winter version of the above suggestions – perhaps warming milk slightly to make hot chocolate, etc.</p> <p>On the 'seasons tree', the children could paint/use real autumn leaves (if it's the right time of year) to make autumn. They could use cotton wool on bare branches to depict snow/ice in the winter.</p>	<p>Scarves/woolly hats/gloves</p> <p>Waterproof clothing/coats</p> <p>Wellington boots/snow boots</p> <p>Umbrellas</p>

<p>They understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>People, culture and communities</b> They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><b>The natural world</b> They explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p><b>What do we wear at different times of the day?</b></p> <p>Play ‘What’s the time Mr Wolf?’ Change the rules slightly by using time expressions such as bedtime, playtime, dinnertime, lunchtime, etc. With each different expression, teach the children actions such as pretending to sleep when the wolf turns around.</p> <p>Use sets of daily routine flashcards (these may be flashcards that you use regularly in your setting to help children know how the day will run) to make up a bingo game to help the children to become more familiar with the expressions associated with different times of the day.</p> <p>Before you play the game, ask the children to look at the clothes worn by the characters on the flashcards. Can the children identify the clothes and talk about when they might wear those types of clothes? Ask them to locate examples of the clothes from the dress-up box.</p> <p>An alternative version of the bingo game would be to play with actual sets of clothes. The key worker/teacher could call out ‘night-time’, for example, and if the children have some pyjamas in their ‘bingo’ clothes pile, they could hold them up to show the group. Repeat with different time expressions.</p> <p>Extend the Mr Wolf game, once the children have got used to the rules, by giving them props to hold up when they hear the different time expressions – e.g. some pyjamas for bedtime, a coat for playtime, an apron for lunchtime, etc.</p>	<p>Pyjamas</p> <p>Clothes for playing outside</p> <p>PE/swimming kits (if appropriate)</p> <p>School uniform</p> <p>Home clothes</p>
<p>They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>They understand some important processes and changes in the natural world around them,</p>	<p><b>Final activity (could be used as an assessment): Link passage of time to the changes in the children’s lives</b></p> <p><b>*This is very much linked to the skills that the children would have used in Enquiry 1</b></p> <p>Ask the children to sequence pictures of themselves throughout the year. Ask them to talk about what is happening in the picture. What are they wearing? What does that say about the weather? Discuss with the children how they have changed compared to the marker object next to them. Can they see that they have grown but the marker has stayed the same?</p>	<p>Photographs of the children taken throughout the year – ideally have them standing next to the same object so children can see how they</p>



including the seasons and changing states of matter	Ask the children to think about all the things that they have done and can do now that they have been through all four seasons. Which is their favourite season? Why? What can they do in that season? What will they do when that season returns? Where will they be when that season returns? Starting Reception? In Year 1?	have changed in relation to the 'marker' object
<p><b>How will this enquiry help the children to make progress in history?</b></p> <p>These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods that will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:</p> <ul style="list-style-type: none"> <li>Talking about the lives of the people around them and their roles in society.</li> <li>Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understanding the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<p><b>How might this enquiry be adapted for children of different ages and different abilities?</b></p> <p>There are certain key ideas that are important for children of all ages and abilities to acquire, namely:</p> <ul style="list-style-type: none"> <li>Time passes in sequential order.</li> <li>There is key vocabulary associated with the passage of time.</li> <li>Time changes us all.</li> </ul> <p>Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:</p> <ul style="list-style-type: none"> <li>Having more independence in exploring artefacts and using them in their own imaginative play.</li> <li>Being able to sequence stories.</li> <li>Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.</li> </ul>

### Enquiry 3: What are our favourite celebrations each year?

*This can be taught throughout the year and should reflect the cultural identities of the children within each individual EYFS setting*

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES
<p><b>Children should learn:</b></p> <p><b>Characteristics of effective learning:</b>  <b>Playing and exploring engagement</b>            They realise that their actions have an effect on the world, so they want to keep repeating them</p> <p>They respond to new experiences that you bring to their attention</p> <p><b>Active learning</b>            They begin to predict sequences because they know routines</p> <p><b>Creating and thinking critically</b>            They use pretend play to think beyond the 'here and now'</p> <p><b>Communication and language:</b>            They learn new vocabulary</p> <p>They use new vocabulary throughout the day</p>	<p><b>Which celebrations do we enjoy in our setting?</b></p> <p><b>*The activities for this enquiry will be largely dictated by the nature of the celebrations that the setting chooses to focus upon.</b></p> <p>Ask the children to help decorate the setting with decorations that they have made in class. This could be for Christmas, Easter, Diwali, Chinese New Year, Bonfire Night, etc.</p> <p>If possible, invite family members to help the children to learn about the celebration. Activities could include cooking special food or learning dances, such as the Diwali stick dance.</p> <p>The children could help to develop a working <b>timeline</b> display, which will grow as the year progresses. It can include artwork or photographs of the children celebrating the events, as well as evidence of seasonal changes. Labels depicting the seasons and/or months will help the children to learn more about the vocabulary associated with the passage of time.</p>	<p>Images/videos of children celebrating different events during the school year</p> <p>Artefacts kept from different celebrations for sorting</p> <p>Decorations appropriate to the festival/celebration</p>
	<p><b>Which festivals do we enjoy celebrating with our families at home?</b></p> <p>It is important that the children have opportunities to share their home life with the other children within the setting. This is best achieved by sharing the festivals/celebrations that the children enjoy at home – some of which will not form part of the setting's calendar.</p> <p>Activities should help to show the children that there are a number of <b>similarities and differences</b> in the way in which different occasions are celebrated. The children could be</p>	<p>Images of children celebrating at home</p> <p>Ask the children to bring artefacts from their special celebrations</p>

<p>They ask questions to find out more and to check they understand what has been said to them</p> <p>They describe events in some detail</p> <p><b>Personal, social and emotional development:</b></p> <p>They see themselves as a valuable individual</p> <p>They express their feelings and think about the feelings of others</p>	<p>involved in helping to prepare examples of special food, clothes and the giving and receiving of cards and gifts, etc.</p> <p>Explore artefacts associated with different celebrations. Older children may be able to sort images/artefacts associated with different festivals: Christmas paper/Easter eggs/Chinese lion/diva lamps, etc.</p> <p>The children could be asked to bring photographs of themselves and their families celebrating into the setting. The children will need time to talk to the other children to share their news and feelings.</p> <p>These home-based photographs/artefacts could be incorporated into the timeline, which will help to show the children the links between the home and their setting.</p>	
<p>They think about the perspectives of others</p> <p><b>Physical development: moving and handling:</b></p> <p>They develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p><b>Understanding the world: Past and present</b></p> <p>They talk about the lives of the people around them and their roles in society</p> <p>They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>They understand the past through settings, characters and events</p>	<p><b>What did we do last term?</b></p> <p><b>*In this activity, the children can think about the different ways in which they can find out about the past. It's an early introduction to thinking about historical sources. You might want to have a pictorial daily menu for activities under each day of the week – display it for a whole week so that children can see that different activities happen on different days of the week.</b></p> <p>Read <i>Starting School</i> by Janet and Allan Alhberg to the children. Ask the children to think about what the children in the story did on their first day at school. Do the children in the story do similar activities to them?</p> <p>Introduce the children to the days of the week. Teach them songs about days of the week. Refer back to the story. What do the children do on each day of the week? Ask the children to think about what happened during the 'next week' and the 'week after that' in the story.</p> <p>What did we do on Monday? Tuesday? How do we know? Show the children something that they played with/worked on during the week. When did we do this? How can we tell? Draw the children's attention to the pictorial weekly activity menu. What day did we do this? Was it before or after lunch? Can the children point to other things they did during the week? Which day did we do this? Ask them to find the activity on the weekly activity menu.</p>	<p><i>Starting School</i> by Janet and Allan Alhberg</p> <p>A piece of work/ painting/model or a prop associated with something the children had done earlier in the week and one from the previous term</p>

<p>encountered in books read in class and storytelling</p> <p><b>People, culture and communities</b> They describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>What did we do last week/last term? More able/older children may be able to suggest that we can look at photographs, videos or pieces of work that show what we were doing in the past. Show the children an old piece of work/painting/prop associated with a festival they had celebrated earlier in the academic year. When did we do this? How can we tell? What was the celebration called? Did we have to wear something special? Ask the children to suggest other places they could go to find out more about what they did.</p> <p>Use the photographs to help the children to recall the event.</p>	
<p>They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>They explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p><b>The natural world</b> They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p><b>Final activity: When are our birthdays?</b></p> <p>Explain to the children that today is a chosen teddy bear's birthday and they are going to have a special birthday party to celebrate.</p> <p>Ask the children to talk about the birthdays and birthday parties that they can remember. What do we need to make a nice birthday party? Model writing a list on the board.</p> <p>Bring out a model of a birthday cake/a laminated picture of a birthday cake with candles/images of individual candles. Ask the children to help you count the candles out for the bear's birthday. How old is (s)he? The children could do some maths activities associated with that number. Now talk to the children about how old they are. Do they know when their birthday is? How old will they be on their next birthday?</p> <p>Give them pictures of laminated cakes and individual laminated candles. They can count out the correct number of candles for their age. When they have completed this, the cakes can be sorted according to number of candles: groups of three, four or five candles. Now group the children according to their age. Can we see any differences between the oldest and the youngest? Listen to the children's responses.</p> <p>Now ask children to count out the candles/see the number of candles for their teacher/key worker. Who has the most candles now? Why do they think that might be?</p> <p>A follow-up activity could include helping the children to draw/paint/bake/mould a 'birthday cake' and have the correct number of candles for their age. <b>(Be aware of your setting's policy</b></p>	<p>Images of birthday parties</p> <p>A favoured class bear/doll</p> <p>Pass the parcel</p> <p>A model birthday cake</p> <p>Laminated pictures of birthday cakes and sufficient laminated pictures of candles for the children to create their own cakes</p> <p>Party food that the children can help to prepare</p>

	<p><b>with regard to food, food preparation and allergies.)</b> They could also do a similar activity for older children if your setting is part of a primary school.</p> <p>The children’s birthday cakes with the children’s names/photographs could be displayed in the correct sequence on the developing <b>timeline</b>. The children could then use the timeline to see who has a birthday next. When a child has a birthday, an extra candle could be placed on their individual cake.</p>	
<h3>How will this enquiry help the children to make progress in history?</h3> <p>These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children’s learning across a range of the key learning areas. The children are introduced early on in their learning to methods that will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:</p> <ul style="list-style-type: none"><li>▪ Talking about the lives of the people around them and their roles in society.</li><li>▪ Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>▪ Understanding the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<h3>How might this enquiry be adapted for children of different ages and different abilities?</h3> <p>There are certain key ideas that are important for children of all ages and abilities to acquire, namely:</p> <ul style="list-style-type: none"><li>▪ Time passes in sequential order.</li><li>▪ There is key vocabulary associated with the passage of time.</li><li>▪ Time changes us all.</li></ul> <p>Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:</p> <ul style="list-style-type: none"><li>▪ Having more independence in exploring artefacts and using them in their own imaginative play.</li><li>▪ Being able to sequence stories.</li><li>▪ Developing the concept of cause and consequence to moderate their own behaviour and see how their behaviour can impact on others.</li></ul>	