

<b>Topic:</b> Autumn/Celebrations	<b>Term:</b> Autumn 2		
<b>Early Years Foundation Stage Programme of Study</b>	<b>Key Knowledge and Vocabulary</b>		
<p><b>Personal, Social and Emotional Development</b></p> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Links to KS1 Units:</b> What is the same and different about us? Who is special to us? What helps us to stay safe? Who helps us to keep safe?</p>	<ul style="list-style-type: none"> <li>• Know of and explore a variety of celebrations, such as birthdays, weddings, religious festivals, national holidays, and seasonal events.</li> <li>• Know about key festivals from different faiths, such as Christmas (Christianity) and Diwali (Hinduism)</li> <li>• Know how food is an important part of many celebrations, with examples like Christmas dinner, Diwali treats, and birthday cakes.</li> <li>• Know that people wear special clothes and decorate their homes or venues for celebrations, such as lights for Diwali, Christmas trees, and colourful Rangoli patterns.</li> <li>• Know and share their own traditions at times of celebrations from home, discussing who was there, what they did, and why it was special.</li> <li>• Know that celebrations are special times when people come together and can be about joy, family, faith, history, or achievements, and learn to respect the ways others celebrate.</li> <li>• Know why it's important to follow safety rules, like limiting time spent online, using only apps and devices approved by an adult, letting an adult know if they are ever worried about anything they have seen or heard online.</li> </ul>	<p>Special times Celebrations Traditions Weddings Birthdays Christmas Diwali Bonfire Night Rangoli patterns Respect Understand Similarities/differences</p>	<p>Online safety Computer Ipad Chat Apps Controls</p>

<p><b>Understanding the World</b></p> <p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the 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> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>ELG: The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>History Focus</b></p> <ul style="list-style-type: none"> <li>• Know how to use stories with a specific focus on time</li> <li>• Know that some activities can be timed to encourage children to experience the passing of time. E.g. lunch, school start, snack time.</li> <li>• Know about objects, events and significant events that happened in the past and ask simple questions look at books and use the world wide web to find out information.</li> </ul> <p><b>Geography Focus</b></p> <ul style="list-style-type: none"> <li>• Know about their own immediate environment, local community and the wider world.</li> <li>• Know how to observe and recognise and talk about familiar places and environments and the significant feature within these places.</li> <li>• Know how to observe, recognise and talk about familiar places and environments in the wider world.</li> <li>• Know how to observe, talk about and make graphical representations of features of places within the immediate environment and the wider world.</li> </ul> <p><b>Science Focus</b></p> <ul style="list-style-type: none"> <li>• Know the changes that occur across the four seasons.</li> <li>• Know that there are many types of plants.</li> <li>• Know some plant parts.</li> <li>• Know that trees are plants.</li> <li>• Know that there are plants which we can eat.</li> </ul>	<p>Morning Afternoon Break Lunch time Timetable Hometime</p> <p>Places Environment Park Field School</p> <p>Spring, Summer, Autumn, Winter</p> <p>Seasons Changes Plants Trees Leaves Stem Roots</p>	<p>Yesterday Today Tomorrow Next week Days of the week Months of the year</p> <p>Village Village Hall Church</p> <p>Light Sun Water Seed Germinate Grow Fruit Vegetables</p>
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<p><b>Links to KS1 Units</b></p> <p><b>History:</b> Explorers (Significant People)</p> <p><b>Geography:</b> Explorers (Small Area in Contrasting Non-European Country)</p> <p><b>Science:</b> The Farm Shop (Plants) Growth and Green Fingers (Plants)</p>			
<p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Links to KS1 Units:</b></p> <p><b>Art and Design:</b> Mixed Media and Printing Dream School (architecture of Hundertwasser) Islamic Art</p> <p><b>Design and Technology:</b> Fire, Fire (Mechanisms)</p>	<p><b><u>Art and Design Focus</u></b></p> <ul style="list-style-type: none"> <li>• Know that paint can be used in sensory and playful ways.</li> <li>• Know that collage is using a variety of materials.</li> <li>• Know how to carry out simple mono printing e.g. paint and fallen leaves.</li> </ul> <p><b><u>Design and Technology Focus</u></b></p> <ul style="list-style-type: none"> <li>• Know what different tools and media in the creative area are for and begin to experiment in play.</li> <li>• Know how to hold and use scissors effectively.</li> <li>• Know that different materials can be combined in their model making e.g. paper, card, wool, ribbon etc.</li> <li>• Know they can join materials using glue, cello-tape and masking tape.</li> <li>• Know how to stay safe at Forest School and risk assess own play.</li> <li>• Know how to use simple tools safely under supervision of an adult at Forest School.</li> </ul>	<p>Paint Media Printing/print Mono-Printing Collage Materials</p> <p>Tools Joining Fixing Materials Junk Modelling Glue</p> <p>Mallet Knives</p>	<p>Paint Brush Palette Roller Glue Combine</p> <p>Ribbon Paper Card Cellotape Scissors Pencils Rulers Pens</p>