

<b>Topic:</b> Winter/Cold Places	<b>Term:</b> Spring 1		
<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 helps us stay healthy?  What helps us to grow and stay healthy?  Who helps to keep us safe?  What helps us to stay safe?</p>	<ul style="list-style-type: none"> <li>• Know and understand that eating fruits, vegetables, and a variety of foods helps them grow strong and healthy.</li> <li>• Recognise and name common healthy foods (e.g., apples, carrots, bread, milk).</li> <li>• Know that too many sugary snacks and drinks are not good for their teeth or body.</li> <li>• Know that drinking water is important for their bodies to stay hydrated and energized.</li> <li>• Learn to recognise when they feel thirsty and that water is the best drink.</li> <li>• Understand that moving their bodies (running, jumping, dancing) helps them stay healthy and strong.</li> <li>• Know that sleep helps their bodies rest and grow.</li> <li>• Know and understand that wearing appropriate clothes for the weather (e.g., a coat when it's cold) keeps them comfortable and safe.</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>Healthy eating  Diet  Foods  Balanced diet  Fruit  Vegetables  Choices</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 about past and present events in their own lives and in the lives of family members.</li> <li>• Know that other children don't always enjoy the same things and are sensitive to this.</li> <li>• Know about similarities and differences between themselves and others and among families, communities and traditions.</li> <li>• Know about the lives of people familiar to them</li> <li>• Know about day-to-day life and share their experience with others.</li> <li>• Know about birthdays and how everyone celebrates them (or not)</li> <li>• Know about things that are special to them, to enable them to talk about memories and experiences.</li> <li>• Know and understand the concepts of old and new in relation to their own experiences.</li> <li>• Know about the life history of other people and ask questions.</li> <li>• Know how to be aware of time through the sequence of events. E.g., the difference between them now and as babies, days of the week, daily timetable and life cycles.</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 some simple vocabulary to describe materials e.g. shiny, dull, fluffy, soft, hard, rough, bumpy, slimy, dry, wet, bendy etc.</li> <li>• Know that materials are used for different purposes.</li> <li>• Know the similarities and differences between some materials.</li> <li>• Know that ice is frozen water.</li> <li>• Know how to make ice melt.</li> <li>• Know and use the terms melting and freezing.</li> <li>• Know how ice is created.</li> </ul>	<p>Past Present Then Now Like Dislike Yesterday Today Last/next week Last/next month Last/next year</p> <p>Places Environment Park Field School</p> <p>Shiny Dull Fluffy Soft Hard Bendy Smooth Materials</p>	<p>Time Celebrations Celebrate Similarities Differences</p> <p>Village Village Hall Church</p> <p>Rough Bumpy Slimy Wet Dry Cold Hot Frozen Freezing Melting</p>
--	--	---	--

<p><b>Links to KS1 Units</b></p> <p><b>History:</b> The Place Where I Live (Significant Places in Their Own Locality)</p> <p><b>Geography:</b> Animals (Hot and Cold Places)</p> <p><b>Science:</b> The Great Outdoors (Everyday Materials) Buckets and Spades (Everyday Materials)</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 &amp; Printing Jewellery Design Portraiture</p> <p><b>Design and Technology:</b> Food – Fruit Kebabs Mechanisms – Wheels &amp; Axles</p>	<p><b><u>Art and Design Focus</u></b></p> <ul style="list-style-type: none"> <li>• Know that colours can be mixed and combined to create different effects.</li> <li>• Know what colours can be created when mixed e.g. colour wheel.</li> <li>• Know the effects that different brushes will make on the page.</li> <li>• Know how to use sketching pencils to create simple observational drawings.</li> <li>• Know how to select and use different media to create simple observational drawings.</li> <li>• Know that play dough is a type of media and can be moulded into different shapes.</li> </ul> <p><b><u>Design and Technology Focus</u></b></p> <ul style="list-style-type: none"> <li>• Know how to hold and use utensils safely for cutting and preparing food</li> <li>• Know basic hygiene needed prior to any cooking</li> <li>• Know how to make healthy food choices</li> <li>• Understand that food comes from different countries</li> <li>• Know how to weigh and measure food for baking using scales</li> <li>• Know how to describe textures and smells</li> <li>• Know food is used during various celebrations throughout the year</li> </ul>	<p>Colours Paint Mixing Primary colours Secondary colours Sketching Pencils</p> <p>Utensils Tools Knives Forks Spoons Mix Cut Chop</p>	<p>Observational drawing Sculpture Mould Effects Printing/print Media</p> <p>Grate Grater Weigh Measure Clean Germs Hygiene Healthy</p>