

Topic: Spring/Easter	Term: Spring 2		
Early Years Foundation Stage Programme of Study	Key Knowledge and Vocabulary		
<p>Personal, Social and Emotional Development</p> <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. <p>Links to KS1 Units: Who is special to us? What makes a good friend? What is bullying? How do we recognise our feelings?</p>	<ul style="list-style-type: none"> • Know and recognise basic emotions like happy, sad, angry, and scared. • Know simple ways to talk about their emotions, such as "I feel happy because..." or "I am sad because...". • Know how emotions can show in our faces and bodies, like smiling when happy or frowning when upset. • Know that other people have feelings too, and those feelings might be different from their own. • Know how being kind and saying nice things can make others feel good. • Know why sharing and waiting for their turn is important in making and keeping friends. • Know some simple strategies to solve disagreements, like saying sorry or asking an adult for help. • Know how to make friends by introducing themselves, smiling, and asking, "Can I play with you?" 	<p>Friends Friendship Kind Nice Play Share Fall out Make up Sorry Help</p>	<p>Feelings Sad Happy Angry Scared</p>

<p>Understanding the World</p> <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>History Focus</p> <ul style="list-style-type: none"> • Know about past and present events in their own lives. • Know about the life history of other people familiar to them. • Know about significant past and present events important to them. • Know about the concept of old and new • Be aware of time through the sequence of events and are becoming familiar with the language of time. E.g., through pictorial representation of the daily routine and significant events (Christmas, Lunar New Year) • Know about different features in photographs and video clips of places during different periods of time. <p>Geography Focus</p> <ul style="list-style-type: none"> • Know that they live in the UK and that London is the capital of the UK. • Know that maps are used to find places. • Know some of the features of maps and can draw their own maps explaining the marks they make for different features. <p>Science Focus</p> <ul style="list-style-type: none"> • Know the changes that occur across the four seasons. • Know that there are many types of plants. • Know some plant parts. • Know that trees are plants. • Know that there are plants which we can eat. 	<p>Past Present Events History Old New Then Now</p> <p>Maps Country Places Landmarks</p> <p>Spring, Summer, Autumn, Winter Seasons Changes Plants Trees Leaves Stem Roots</p>	<p>Celebrations Photographs Changes Similarities Differences</p> <p>Westhead Ormskirk Lancashire London Capital City Village Town City</p> <p>Light Sun Water Seed Germinate Grow Fruit Vegetables</p>
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<p>Links to KS1 Units</p> <p>History: Fire, Fire (Events Beyond Living History)</p> <p>Geography: Family Album (UK Countries and Capitals)</p> <p>Science: The Great Outdoors (Plants) Growth and Green Fingers (Plants)</p>			
<p>Expressive Arts and Design</p> <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Links to KS1 Units:</p> <p>Art and Design: Mixed Media & Printing Jewellery Design Portraiture</p> <p>Design and Technology: Food – Salad Mechanisms – Wheels & Axles</p>	<p><u>Art and Design Focus</u></p> <ul style="list-style-type: none"> • Know that colours can be mixed and combined to create different effects. • Know what colours can be created when mixed e.g. colour wheel. • Know the effects that different brushes will make on the page. • Know how to use sketching pencils to create simple observational drawings. • Know how to select and use different media to create simple observational drawings. • Know that play dough is a type of media and can be moulded into different shapes. <p><u>Design and Technology Focus</u></p> <ul style="list-style-type: none"> • Know how to hold and use utensils safely for cutting and preparing food • Know basic hygiene needed prior to any cooking • Know how to make healthy food choices • Understand that food comes from different countries • Know how to weigh and measure food for baking using scales • Know how to describe textures and smells • Know food is used during various celebrations throughout the year 	<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>