

Topic: Spring/Life Cycles	Term: Summer 1		
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 helps to keep us safe? What helps us to stay safe? How can we look after each other and the world?</p>	<ul style="list-style-type: none"> • Know why it's important to throw rubbish in the bin and not on the ground, so animals and plants stay safe and healthy. • Know how to sort items like paper, plastic, and tins into recycling bins to help turn old things into new ones. • Know why it is important to turn off taps when they aren't using them to save water for plants, animals, and people. • Know how to care for plants, feed birds, and be gentle with insects, so all living things can thrive. • Know the importance of turning off lights when leaving a room to save energy and help the planet. • Know that when walking by the road they should hold hands with an adult. • Know that they should only cross a road with an adult present. • Know that playing next to the road is unsafe. • Know the terms road, kerb and pavement and understand what these are. • 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. 	recycle litter rubbish nature clean bin garden plant save water animal pet kind gentle feed home/habitat	safety/safe road pavement kerb stop look listen

<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 and talk about features in photographs of places during different periods of time and make comparisons between things that are the same and things that are different. • Know about specific places and understand how it was different in the past. E.g. a holiday environment. • Know and compare changes in significant places locally. E.g. local park, shops, new houses. <p>Geography Focus</p> <ul style="list-style-type: none"> • Know about their own immediate environment, local community and the wider world. • Know how to observe and recognise and talk about familiar places and environments and the significant feature within these places. • Know how to observe, recognise and talk about familiar places and environments in the wider world. • Know how to observe, talk about and make graphical representations of features of places within the immediate environment and the wider world. <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. • Know how to handle, care and respect minibeasts. • Know what minibeasts look like. • Know some common minibeasts e.g. spider, ant, worm, slug, snail, beetle, bee, woodlouse. • Know where minibeasts can be found. • Know how minibeasts move e.g. crawl, slither, fly, walk etc. • Know the features of some different animals. • Know how to care for animals. • Know what animals need to live and grow. • Know simple vocabulary linked to animals and living things. • Know some simple life cycles of animals e.g. chicks, caterpillars etc. 	<p>Old New Past Now Then Change Memory Time Places Same/different</p> <p>Places Environment Park Field School</p> <p>Spring, Summer, Autumn, Winter Seasons Changes Minibeasts Animals Plants Care Environment Habitats Live Grow Change Life cycles Trees Leaves Roots Stem</p>	<p>Village Village Hall Church</p>
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<p>Links to KS1 Units</p> <p>History: Buckets and Spades (Events Beyond Living Memory)</p> <p>Geography: The Place Where I live (Local Area Study)</p> <p>Science: Growth and Green Fingers (Plants) The Farm Shop (Plants) (Fighting Fit) Animals Including Humans</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: Portraiture Mixed Media and Printing Jewellery Design</p> <p>Design and Technology: The Great Outdoors (Structures) Wind in the Willows (Textiles)</p>	<p><u>Art and Design Focus</u></p> <ul style="list-style-type: none"> • Know about and explore some of the diversity of art. • Know junk modelling techniques to create sculptural models. • Know different techniques for joining models e.g. links, folds, flaps, slots. • Know how to use clay techniques to mould and create animal sculptures. E.g. squeeze, roll, pinch, mould. <p><u>Design and Technology Focus</u></p> <ul style="list-style-type: none"> • Know how to hold and use scissors effectively. • Know they can join materials using glue, cello-tape and masking tape. • Know how to design models using drawings and labels. • Know how to choose decorative items for models and artwork. • Know how to create for a purpose. • Know how to discuss their work and discuss how to improve and adapt their work with support of others. • Know how to design models using drawings and labels. • Know how to select materials from the craft area to craft for a purpose. • Know how to talk about the models they are making and why they have chosen the materials. • Know how to talk about how to improve their models by making them stronger, more stable. 	<p>Clay Sculpture Model Mould Create Join</p> <p>Cut Design Label Create/make Decorate Improve Adapt Change</p>	<p>Cut Attach Glue Fix Decorate</p> <p>Models Materials Paper Card Fabric Ribbon Strength Stronger Structure</p>