

Topic: Summer/People Who Help Us	Term: Summer 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 helps to keep us safe? What helps us to stay safe? What jobs do people do?</p>	<ul style="list-style-type: none"> • Know that setting a goal is like choosing something you want to get better at, such as learning to write your name or tying your shoes. • Know that goals don't have to be big—small goals, like remembering to tidy up after playing, are just as important. • Know that it's fine to ask a grown-up or a friend for help when trying to reach a goal. • Know that it is ok to feel proud of their efforts, even for small accomplishments, like drawing a picture or sharing toys. • Know that sometimes we don't meet our goals straight away, and that's okay—what matters is trying again and not giving up. • Know what different jobs people do and what these jobs include. • Know how to role play different jobs in the role play area. • 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. 	<p>Goal Target Achievement Jobs Work</p>	<p>Online safety Computer Ipad Chat Apps Controls</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"> • Be able to talk about past and present events in their own lives and in the lives of family members. • Know that other children don't always enjoy the same things and are sensitive to this. • Know about similarities and differences between themselves and others and among families, communities and traditions. • Show interest in the lives of people familiar to them • Know about day-to-day life and share their experience with others. • Know about birthdays and how everyone celebrates them (or not) • Know about things that are special to them, to enable them to talk about memories and experiences. • Know the concepts of old and new in relation to their own experiences. • Know the life history of other people and ask questions. • 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. <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>Old New Past Now Then Change Memory Time Places Same/different</p> <p>Places Environment Park Field School Seasons Weather Wind Rain Sun Clouds Fog Snow</p>	<p>Village Village Hall Church Globe Map Rivers Hills Mountains Lakes</p>
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<p>Links to KS1 Units</p> <p>History: Family Album (Events Within Living Memory)</p> <p>Geography: Wind in the Willows (Seasonal and Daily Weather)</p> <p>Science: Wind in the Willows (Living Things and Their Habitats)</p>	<p>Science Focus</p> <ul style="list-style-type: none"> • 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. 	<p>Living Things Alive Dead Minibeasts Habitats Homes Environment Movement</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>Art and Design Focus</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>Design and Technology Focus</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>