

Topic: All About Me	Term: Autumn 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: What is the same and different about us? What helps us stay healthy? What helps us to grow and stay healthy? How do we recognise our feelings?</p>	<ul style="list-style-type: none">• Know the routines of the school day and classroom. E.g. lining up, areas of the room.• Know the names of friends and teachers and call them by name.• Know different feeling and be able to express how they are feeling using the zones of regulation.• Know when our friends are sad, happy, excited etc.• Know how to dress and undress for PE sessions.• Know when they need to go to the toilet and manage own hygiene.• Know how to wash their hands properly before eating.• Know how to make healthy choices at snack and lunch and try new foods.	<div>Dress</div> <div>Undress</div> <div>Wash</div> <div>Clean</div> <div>Brush</div> <div>Toilet</div> <div>Germ</div> <div>Healthy</div>	<div>Feelings</div> <div>Sad</div> <div>Happy</div> <div>Excited</div> <div>Angry</div> <div>Scared</div>

<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>Science Focus</p> <ul style="list-style-type: none"> • Know the features on our faces. • Know that every human is different. • Know features linked to senses. • Know the names of body parts. 	<p>Old New Past Now Then Change Memory Family Birthday Celebration</p> <p>Community Friend Neighbourhood School Village Westhead Ormskirk</p> <p>Head Body Legs Arms Hands Feet Fingers Toes</p>	<p>Baby Toddler Child Adult Days of the week Months of the year</p> <p>Maps Buildings Roads Fields Park</p> <p>Face Eyes Ears Mouth Nose Lips Cheeks</p>
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<p>Links to KS1 Units</p> <p>History: Family Album (Changes within Living Memory)</p> <p>Geography: The Place Where I Live (Fieldwork in the School Grounds)</p> <p>Science: Robots (Animals Including Humans)</p>		Teeth Senses	Taste, smell, touch, hearing, sight
<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 and Printing Dream School (architecture of Hundertwasser) Islamic Art</p> <p>Design and Technology: Fire, Fire (Mechanisms)</p>	<p><u>Art and Design Focus</u></p> <ul style="list-style-type: none">• Know that paint can be used in sensory and playful ways.• Know that collage is using a variety of materials.• Know how to carry out simple mono printing e.g. paint and fallen leaves. <p><u>Design and Technology Focus</u></p> <ul style="list-style-type: none">• Know what different tools and media in the creative area are for and begin to experiment in play.• Know how to hold and use scissors effectively.• Know that different materials can be combined in their model making e.g. paper, card, wool, ribbon etc.• Know they can join materials using glue, cello-tape and masking tape.• Know how to stay safe at Forest School and risk assess own play.• Know how to use simple tools safely under supervision of an adult at Forest School.	Paint Media Printing/print Mono-Printing Collage Materials	Paint Brush Palette Roller Glue Combine
		Tools Joining Fixing Materials Junk Modelling Glue Mallet Knives	Ribbon Paper Card Cellotape Scissors Pencils Rulers Pens