

# Knowledge Organiser

## EYFS Summer 1 - Growing and Changing

What do seeds need to grow?



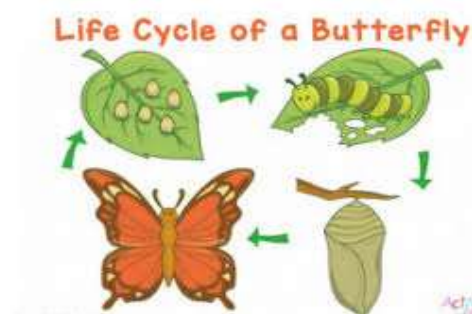
Where do fruit and vegetables come from?



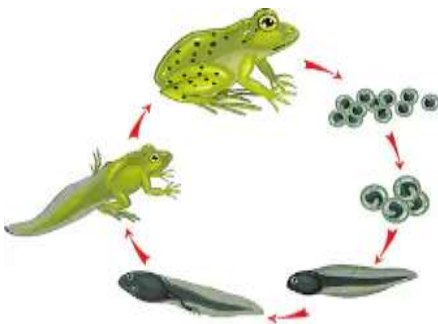
Do all baby animals look the same?



How do animal babies change?



What happens to tadpoles?



Why is it important to grow plants and trees?



### Key vocabulary

Botanist - someone who knows a lot about plants.

Photosynthesis - how green plants use sunlight to make their food.

Experiment - to test to find something out.

Prediction - saying what you think is going to happen; 'a clever guess'.

Life cycle - the stages something goes through during its life.

Metamorphosis - where a living thing changes from one thing into a different thing e.g. caterpillar to butterfly.

Symmetrical - when something is the same both sides.

Chrysalis - a hard protective shell surrounding a butterfly pupa.

# Recapping on learning

## Observation checkpoints to guide parents, carers and practitioners

### Personal, Social and Emotional Development

#### Self-Regulation

Can they 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? Are they starting to work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate?

Can they show satisfaction in meeting their own goals (I can!)

#### Managing Self

Are they starting to be confident to try new activities and show independence, be resilient and persevere in the face of challenge? Do they follow rules, know right from wrong and try to behave accordingly?

Do they know, use and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

#### Build Relationships

Are they working and playing cooperatively within a group, taking turns with others? Are they forming positive attachments to adults and friendships with peers? Are they starting to show sensitivity to their own and to others' needs?

### Communication and Language

#### Listening, Attention

Can they listen attentively and respond to what they hear with relevant questions, comments and actions in groups about growth and change? Can they comment on what they have heard and ask questions to clarify their understanding of growth, life cycles and change? Do they hold conversation when engaged in back-and-forth exchanges with their teacher and peers?

#### And Understanding

Can the child start to answer simple questions based around why and how to show understanding? How do caterpillars turn into butterflies? Why do they change? How do plants grow and what are their names?

Why do chrysalises have a hard shell?

#### Speaking

Can they take part in discussions, offering their own ideas, using recently introduced vocabulary like metamorphosis, life cycle, botanist?

Can they give explanations for why things might happen like seeds growing or tadpoles changing, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate?

Do they talk using full sentences, using past, present and future tenses and make use of conjunctions, with modelling and support from adults. eg I saw frogspawn when I was little because I was at my nan's house and she has a pond. I think the frogspawn will change into tadpoles next week.

### Physical Development Moving and Handling

#### Gross Motor Skills

Can children choose to move in a range of ways, moving freely and with strength making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping – link these moves to creatures that metamorphose to encourage speed and confidence whilst using space safely

Can children develop more fluent moves, with developing control and grace? Can they use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### - Fine Motor Skills

Do they hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases?

Can they use a range of small tools, including scissors, paint brushes and cutlery?

**Can they show accuracy and care when drawing? ( lots of observational drawing opportunities here- plants, flowers, natural objects and ch should start to represent these carefully in sketch books using both pencil, charcoal, colour and paint to represent)**

### Health and Care

Have they further developed the skills they need to manage the school day successfully: lining up and queuing, mealtimes, hygiene, dressing, selecting suitable tools for purposes. Do they know, use and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

### **Reading**

Can they say a sound for each letter in the alphabet and start to recognise digraphs?

Do they read words consistent with their phonic knowledge by sound blending using the sounds for all the alphabet and digraphs? Can they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?

### **Writing**

Using T4W, object tables, photos, role play, small world and construction and other stimulus, can they compose simple sentences/phrases that can be read by others? Are they make sentences and spell words by identifying sounds in them and representing the sounds with a letter or letters? ( eg like "The frog is in the pod on a leaf, the chick is inside the egg, the butterfly has wings" drawing from phonetic knowledge?)

Do they use recognisable letters, most of which are correctly formed?

### **Mathematics- Number**

Do they have a good understanding of numbers to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5?

Can they recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts?

### **Mathematics- Numerical Patterns**

Can they verbally count beyond 20? Can they compare quantities up to 10 in different contexts? Are they exploring and representing patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally?

### **People, Culture and Communities**

Can the children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps? Locate them on a map with a key? Research them using information books? Can they explain how living things in other countries may be similar or different?

### **Past and Present**

Do they know about the work and lives of the people around them and their jobs? For example gamekeepers, farm managers, vets, botanists? Know some similarities and differences between things in the past and now related changes in the local area ( more houses, changed environment, conservation)

### **The Natural World**

Can the children name some plants, trees and creatures from the immediate environment? Draw them carefully and so they can be recognised. Can they describe their features and life cycles? Do they recall the seasons and can they describe how and why new life is growing? What do they notice about the soil, puddles, water trails, grass and trees as it is warmer? ( eg seasons, changing states of matter)

### **Expressive Arts and Design**

#### **Creating with materials**

**Can they** safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to make some 3d creatures like butterflies or dragonflies? Can they draw, label and share their creations, explaining the process they have used.

Are they creative and make props and use available materials when role playing characters in narratives and stories?

### **Being imaginative and expressive**

Can the children invent, adapt and recount narratives and stories with peers and their teacher using T4W? Can they use the storytelling and stage areas to retell and organise a show? Do they sing a range of well-known nursery rhymes and songs from the poetry spine?

## Knowledge Organiser – PSHE – Relationships - EYFS

### Key Vocabulary

|                 |                                                                                  |
|-----------------|----------------------------------------------------------------------------------|
| <b>Family</b>   | A group consisting of one or two parents, their children and close relations.    |
| <b>Friend</b>   | A person you know well and like, and who is not usually a member of your family. |
| <b>Unkind</b>   | Not pleasant or friendly.                                                        |
| <b>Solution</b> | A way of solving a problem or dealing with a difficult situation.                |

### Key Knowledge

|                                                         |
|---------------------------------------------------------|
| I know how to make friends.                             |
| I can solve friendship problems when they occur.        |
| I know how to help myself and other when upset or hurt. |



### Reflective questions

Ask me this...

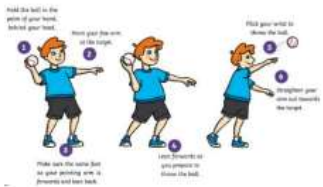
- What could you do if you see someone feeling lonely?
- How do you feel when someone says or does something unkind?



## Knowledge Organiser – PE – Ball Skills 1 - EYFS

| Key Vocabulary   | Definition                                                              |
|------------------|-------------------------------------------------------------------------|
| <b>Sending</b>   | Look at the target when sending a ball.                                 |
| <b>Catching</b>  | Have hands out ready to catch                                           |
| <b>Tracking</b>  | Watch the ball as it comes towards them and scoop it up with two hands. |
| <b>Dribbling</b> | Keeping the ball close will help with control.                          |

| Technique |                                                                                                                                  |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|
| Throwing  | Aim with your non-throwing arm. Use your other arm to 'swing' or 'launch' the ball towards your target.                          |
| Catching  | Fingers down and make your hands as large as possible. As the ball hits your hands, close them and bring them towards your body. |

| Skills                |                                                                                     |
|-----------------------|-------------------------------------------------------------------------------------|
| <b>Ready position</b> |  |
| <b>Throwing</b>       |  |
| <b>Catching</b>       |  |