

Knowledge Organiser

EYFS Spring 1 - Kings, Queens and Countries

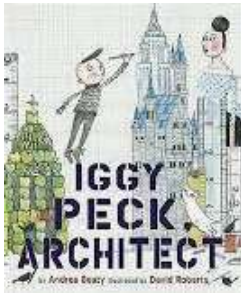
Which country do we live in?



What special buildings can be found in London?



Why do buildings look different?



Who is our King and where does he live?



What special things do Kings and Queens wear?



Key vocabulary

Country - an area of land that has its own government

England - the country we live in

United Kingdom (UK) - England, Scotland, Wales and Northern Ireland together

Landmark - an object or feature of the landscape that is easily recognised

London - the capital and largest city in the UK.

Architect - someone who designs buildings

Monarchy - the royal family of a country

Coronation - celebration of a new King or Queen

Crown - a circular headpiece worn by a monarch

Sceptre - a special staff carried by rulers

Recapping on learning

Observation checkpoints to guide parents, carers and practitioners

Personal, Social and Emotional Development

Self-Regulation

Is the child aware of behavioural expectations and sensitive to ideas of fairness?

Managing Self

Can the child talk about their own and others' feelings and behaviour and its consequences?

Build Relationships

Are the children compromising in play? Negotiating and talking through, sometimes with support?

Communication and Language

Listening and Attention

Can children listen to adults and each other talking about the UK and/or Greece, landmarks and retelling stories like that of King Zeus?

Can children show they have been listening by using key vocabulary about the Queen?

Understanding

Do children follow stories about the Greek Myths without pictures and props? Can they understand concepts linked to the Queen and Landmarks of London?

Do they start to show humour during play and when reading funny stories like the Queens knickers?

Speaking

Is the child able to extend their vocabulary from our knowledge organiser and explore the meaning and sounds of these new words?

They will need support from adults modelling these words in context.

Are they beginning to use this language to imagine and recreate roles and experiences in play situations?

Eg Pretend to be the queen and dress up for a ceremony or royal part? Or be King Zeus and be bossy to Prometheus?

Are they starting to engage in back and forth conversations about learning or their experiences?

Physical Development Moving and Handling

Gross Motor Skills

Can children choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

Fine Motor Skills

Can the child handle tools, objects, construction and malleable materials safely and with increasing control and intention?
Can they use anticlockwise movements and retrace vertical lines? Are they continuing to develop confidence forming recognisable letters independently? In continuous provision as well as RWI?

Health and Care

Is the child showing understanding that exercise, eating, drinking water, sleeping and hygiene can contribute to good health? Do they enjoy fruit and water?

Reading

Do they know that information on the Queen, London and Greece can be retrieved from books, computers and mobile digital devices?
Can they start to recall and discuss stories from Greek Myths and information about the Queen that has been read to them, or they have read themselves?

Are they starting to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences? Secure with set 1 sounds

Writing

Using learning from RWI and with support to use free talk, can the child begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Is the child starting to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name?

Are they using their developing phonic knowledge to write things such as labels and captions or simple sentences?

Mathematics

Counting

Do children enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 in play and altogether?
Are children increasingly confident at putting numerals in order 0 to 10 (ordinality) and making estimates of the number in a group?

Cardinality

Can children use loose parts and concrete resources to subitise numbers to four and maybe five. Counting out up to 10 objects from a larger group?
Do children match the numerals with a group of items to show how many there are (up to 10)

Composition

When using concrete resources, can children add one and subtracts one with numbers to 10?
Do they begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“

Spatial Awareness

Do they use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints?

Shape

When making patterns can children describe shapes and patterns (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes? Do they enjoy composing and decomposing shapes, learning which shapes combine to make other shapes?

Pattern

Can children begin to see and talk about repeating patterns when they create pictures? Can they continue a pattern consistently?

Measure

Can children consider a sequence through day to night and use words linked to time - Can they look at a calendar for names of days and months in a year identifying seasons?

People, Culture and Communities /Past Present

Are the children able to talk about the Queen and her family? Can they find London on a map and talk about London and the landmarks?

Can they compare this to their own life and family, pointing out similarities and differences between themselves and others, and among families, communities, cultures and tradition?

When they try a banquet– multi-cultural foods are they able to see that different things are liked by different people – families and preferences are different.

Expressive Arts and Design

Creating with materials

Can the children develop their own ideas through experimentation with a range of investigatory materials, e.g. loose parts, a range of materials to explore jewellery, powder paint, to express and communicate?

Are they building a collection of songs and dances?

Can they music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to?




Being imaginative and expressive

Can the child respond imaginatively to art works and objects – being excited and thoughtful about making the queens jewellery for example,

Can they Introduce a storyline or narrative into their play when they are given ideas and stimulus?



Key Vocabulary	Definition
Hop	Bouncing up and down on one foot.
Freeze	When you stop moving and do this quickly.
Balance	When you are stable and not wobbling.
Space	When you are not near anyone else.

Skills	
Balance	
Hop	
Teamwork	

Skill Development

- To move safely and sensibly in a space.
- To move safely and stop with control.
- To use equipment safely and sensibly.
- To use different travelling actions when following a path.
- To work with others co-operatively in a group.
- To follow, copy and lead a partner.

Knowledge Organiser – PSHE – Dreams and Goals - EYFS

Vocabulary	
Challenge	Something that needs great effort in order to be successfully.
Goal	An aim to be achieved.
Problem	Something that is difficult to achieve.
Practise	Perform an activity repeatedly in order to get better at it.

Key Knowledge
I can take account of others ideas about how to organise an activity.
I can form positive relationships with adults and other children.
I can talk about my own and others' behaviour, and the consequences, and know that some behaviour is unacceptable.



Reflective questions
Ask me this...
What will happen if we do not try and give up easily on everything?
What have you done that you got better at with practice?

