

Knowledge Organiser

EYFS Summer 2 - The Sea

What can be found in the ocean?



What might we see at the beach?



What can harm life under the sea?



Why are lighthouses important?



What stories have people told about the sea?



How do we stay safe near the sea?



Key vocabulary

ocean - the largest areas of water in the world.

camouflage - when animals blend in with their surroundings so they are not seen by other living things.

rock pool - a pool of water in a trench or rock left behind when the tide goes out.

cliff - a steep rock face close to the edge of the sea.

habitat - a natural environment that the sea and animals live in.

pollution - when the environment is contaminated, or dirtied, by waste, chemicals, and other harmful substances.

reflect - the return of light or sound waves.

circuit - a complete path around which electricity can flow.

myth - a traditional, ancient story that may not be true.

Recapping on learning at end of Reception – Early Learning Goals

Observation checkpoints to guide parents, carers and practitioners

Personal, Social and Emotional Development

Self-Regulation ELG

Can pupils -

- 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.

Managing Self ELGd

Are pupils-

- 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

Building Relationships ELG

Do pupils-

- 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.

Communication and Language

Listening, Attention And Understanding ELG

Can pupils-

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
 - Make comments about what they have heard and ask questions to clarify their understanding;
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Do pupils -

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development Moving and Handling ELG

Are pupils able to-

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
 - Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- Fine Motor Skills ELG

Can pupils -

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
 - Use a range of small tools, including scissors, paint brushes and cutlery;
 - Begin to show accuracy and care when drawing.

Literacy

Comprehension ELG

Can pupils -

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
 - Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading ELG

Do pupils -

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing ELG

Are pupils able to -

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
 - Write simple phrases and sentences that can be read by others.

Mathematics

Number ELG

Do pupils -

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns ELG

Can pupils-

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding The World

People, Culture and Communities ELG

Are pupils able to -

- 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.

Past and Present ELG

Can pupils -

- 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.

The Natural World ELG

Can pupils -

- 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.

Expressive Arts and Design

Creating with materials ELG

Do pupils -

- 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.

Being imaginative and expressive ELG

Are pupils able to -

- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Knowledge Organiser – PSHE – Changing Me - EYFS

Key Vocabulary	
Growing up	A typical feature or quality that something/somebody has.
Change	To become different.
Baby	A very young child or animal.
Adult	A fully-grown person who is legally responsible for their actions.

Key Knowledge
I understand that everyone is unique and special.
I can express how I feel when a change happens.
I know who to ask for help if I am worried about a change.

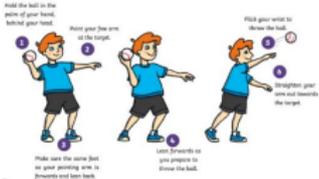


Reflective questions
Ask me this...
Can you name the parts of the body? E.g. nose, eyes...
How have you changed since you were a baby?

Knowledge Organiser – PE – Ball Skills 1 - EYFS

Key Vocabulary	Definition
Sending	Look at the target when sending a ball.
Catching	Have hands out ready to catch
Tracking	Watch the ball as it comes towards them and scoop it up with two hands.
Dribbling	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	
Ready position	
Throwing	
Catching	