



# **Early Years Foundation Stage Knowledge Organisers 2021-2022**

# Lakeside Primary Academy - Knowledge Organiser - SCIENCE

## Physical Development

| <u>Key Skills</u>   | <u>Key Knowledge</u>  | <u>Vocabulary</u>   |
|---|---|---|
| <p>Promote health awareness by talking about exercise and the positive impact it has on their bodies.</p> <p>Discuss the effects that exercise has on their bodies.</p> <p>Understand the need for a healthy and varied diet.</p> <p>Understand what is regarded as good practise with regards to exercise, drinking water, sleeping and good hygiene including regular tooth brushing.</p> | <p>Children can tell you how their bodies change when they exercise.</p> <p>Children can name some healthy foods.</p> <p>Children can discuss what they need in order to live a healthy lifestyle.</p> <p>Children know we need to brush our teeth twice a day for two minutes.</p> | <p>Heart, sweat, bones, skeleton, muscles, healthy, teeth, plaque</p> |

## Expressive Arts and Design

| <u>Key Skills</u>  | <u>Key Knowledge</u>   | <u>Vocabulary</u>   |
|--|--|---|
| <p>Use knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Develops their own ideas through experimentation with diverse materials.</p> | <p>Children can use appropriate vocabulary to comment on and describe a range of materials</p> <p>Children can tell you which materials are waterproof and which are warm.</p> | <p>Hard, soft, flexible, rough, smooth, transparent, waterproof, warm</p> |

## 'Science' links/ themes this year

| Cycle 1  | Cycle 2  | Cycle 3  | Ongoing   |
|--|--|--|---|
| <p>Senses/ Pumpkin dissection / Our area and the wider world</p> | <p>Animals and their habitats / Camouflage</p> | <p>Exploring materials for fashion show / Healthy eating and foods</p> | <p>PE lessons talking about effects of exercise / Exploring outside and creating homes for minibeasts / experimenting and commenting on resources within class / data collection with maths / reading bar graphs and pictographs.</p> |

## Understanding the World

| <u>Key skills</u>   | <u>Key Knowledge</u>  | <u>Vocabulary</u>   |
|---|---|---|
| <p>- Investigate own local environment and visit local places.</p> <p>- Discuss patterns around us in the natural environment.</p> <p>- Examine change over time, such as growing plants and changes that may be reversed</p> <p>- Make observations of animals and plants and the environments in which they live.</p> <p>-Discuss how animals are suited to living in different environments.</p> | <p>Children to know that they live in Clifton Moor, York.</p> <p>Children to know the surrounding areas; inc the lake.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Children are developing an understanding of growth, decay and changes over time.</p> <p>Children can talk about seasonal change. Children can talk about the features of each season.</p> <p>Children can talk about what happens to trees and plants during Autumn.</p> <p>Children can talk about the things that plants need in order to grow.</p> <p>Children understand that different animals are suited to living in different environments</p> | <p>Plants<br/>Earth<br/>Sun<br/>Moon<br/>York<br/>Town<br/>Seasons<br/>Autumn<br/>Winter<br/>Spring<br/>Summer<br/>Weather<br/>Animal<br/>Hibernate</p> |

## C&L

| <u>Key Skill</u>  | <u>Key Knowledge</u>  | <u>Vocabulary</u>                 |
|---|---|-----------------------------------|
| <p>Learn new vocabulary</p> <p>Ask questions and respond to findings</p> <p>Use talk to organise thinking</p> | <p>Children use scientific words confidently when reasoning thoughts and opinions such as 'predict' 'explore' and life cycle.'</p> <p>Children use speech to convey their thoughts when discovering and responding to what they have experienced.</p> | <p>Predict, explore, explain.</p> |

## Lakeside Primary Academy - Knowledge Organiser - HISTORY

### 'History' links/ themes this year

| Cycle 1  | Cycle 2  | Cycle 3              | Ongoing   |
|--|--|----------------------|---|
| Holiday news and travels around the world /Guy Fawkes and Gunpowder Plot/ Aspirations week | Holiday news /Great Fire of London / Parents and Grandparents weddings | History of Clothes / | Weekend news and discussion about past events in own life / Stories read daily that compare and contrast characters especially with RE stories. |

### Understanding the World: People & Communities

| Key Skill   | Key Knowledge  | <u>Vocabulary</u>  |
|---|--|--|
| <p>Learn new vocabulary</p> <p>Ask questions and respond to findings</p> <p>Use talk to organise thinking</p> | <p><b><u>Family &amp; Friends</u></b><br/>                     -Family are people who are related to one another.<br/>                     -Friends are people who like spending time together.<br/> <b><u>Family members include:</u></b><br/>                     Mother/Mum Father/Dad Parent Sister Brother Grandmother/Nana Grandfather/Papa Auntie Stepmother/father/sister/brother Uncle Cousin</p> <p><b><u>Experiences</u></b><br/>                     -An experience is something that happens to us in our lives. Important experiences are called life events. Life events may include:<br/>                     -Birthday<br/>                     -Starting school<br/>                     -Birth of brother/sister<br/>                     -Wedding<br/>                     -Christening<br/>                     -Achievements/ success!</p> | <p>Mother/Mum<br/>                     Father/Dad Parent<br/>                     Sister Brother<br/>                     Grandmother/Nana<br/>                     Grandfather/Papa<br/>                     Auntie<br/>                     Stepmother/father/sister/brother Uncle<br/>                     Cousin</p> |

### Understanding the World : The World

| <u>Key Skills</u>   | <u>Key Knowledge</u>   | <u>Vocab</u>  |
|---|--|---|
| <p>Learn new vocabulary</p> <p>Ask questions and respond to findings</p> <p>Use talk to organise thinking</p> | <p><b><u>Our World</u></b><br/>                     -Our world is a planet called Earth. It is one of a number of planets that go around the Sun.<br/>                     -On Earth, there are many different countries. In each country, there are cities, towns and villages.<br/>                     -Which country do you live in? Which town/city?</p> <p><b><u>Nature and Objects</u></b><br/>                     -Humans share the planet with lots of other living things, including plants and animals.<br/>                     -Animals and plants live in many different ways.<br/>                     -There are also things that people have made in the world, for example buildings and cars.</p> <p><b><u>Changes over Time</u></b><br/>                     -Humans go through life stages: baby, toddler, child, teenager, adult and old people.<br/><br/>                     -Other things change over time too. For example, they can grow, shrink, decay and die.</p> | <p>History</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Time</p> <p>Family</p> <p>Friends</p> <p>Earth</p> <p>Community</p> <p>Environment</p> |

# Lakeside Primary Academy - Knowledge Organiser - Computing

## Understanding the World

| Key Skills   | Key Knowledge   | Vocabulary   |
|--|---|--|
| <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> | <p>-When we are in school, technology is all around us!</p> <p>- Explore the items below, and think about:</p> <p>What does this do?<br/>How does it work?<br/>What happens when I press...?<br/>What can I use this for?</p> <p>-Technology is also all around us at home!</p> | <p>Laptop<br/>Whiteboard<br/>Tablet<br/>Electronic<br/>Toys<br/>Calculator<br/>Camera<br/>Bee-Bot<br/>Voice Recorder</p> |

## Coding

| Key Skills  | Key Knowledge  | Vocabulary |
|---|--|------------|
| <p>-We can use coding to get Beebots to do basic tasks (e.g. move forwards, backwards or to the side).</p> <p>-We can also use Human Beebots (our friends!) and make up codes for them to follow!</p> | <p>-Coding is when we give instructions to a computer to do a task.</p> <p>-When coding we have to use a language that the computer can understand. This is called code.</p> |            |

## Understanding the World

| Key Skills  | Key Knowledge  | Vocab   |
|---|--|---|
| <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> | <p><b>Hardware</b><br/>- Hardware is the name for the parts of a computer that we can see and touch.</p> <p>- Hardware helps us to work computers. Examples of hardware include the mouse, keyboard, memory stick and monitor.</p> <p><b>Programs</b><br/>- A computer program makes a computer do different things.</p> <p>- Computer programs give computers instructions. -Examples include video games, Word, PowerPoint and your internet explorer (e.g. Google).</p> <p><b>Recording and Playback Devices</b><br/>- Recording devices capture moments and sounds, which can then be played back. Examples include video cameras and voice recorders.</p> <p>- Playback devices allow us to hear music after it is played. Examples include CD and DVD players, computers, televisions and smart phones/ tablets.</p> | <p>Computer</p> <p>Technology</p> <p>Keyboard</p> <p>Camera</p> <p>Toy</p> <p>Recording</p> <p>Mouse</p> <p>Program</p> <p>Hardware</p> <p>Coding</p> |

# Lakeside Primary Academy - Knowledge Organiser - Geography

-In Geography, we learn about the Earth and its people.

-We look at the different natural things that are found on Earth, for example rivers and mountains.

-We also look at how people live in different parts of the world.

In EYFS, we learn about the world and the people around us, (our 'familiar world')

Almost all of the early Geography learning can be found in 'Understanding the World', one of the 7 learning areas.



|  |   |   |
|--|---|---|
|  | <p><b>Communities &amp; Traditions</b><br/>Sub-Area: People and Communities</p> | <p>-A <u>community</u> is a group of people who live in a particular place or have something in common.<br/>-E.g. all of the teachers, parents and children at your school make up your <u>school community</u>.<br/>-Your town or village is your <u>local community</u>.<br/>-A <u>tradition</u> is something that people in a group or community do, that has been passed down over time.<br/>-E.g. eating certain foods, wearing certain clothes.</p> |
|  | <p><b>Environments</b><br/>Sub-Area: The World</p>                              | <p>-<u>Environments</u> are our surroundings.<br/>-Different people, plants and animals like to live in different environments.<br/>-Some examples of <u>natural environments</u> are: garden, forest, beach, desert, rainforest, polar or mountain.</p>  |

## Our World

-Our world is a planet called Earth. It is one of a number of planets that go around the Sun.  
-On Earth, there are many different countries. In each country, there are cities, towns and villages.  
-Which country do you live in? Which town/city?



## Natural and Man-Made

-Humans share the planet with lots of other things, including plants and animals, mountains, rivers, and oceans. None of these things are made by people. They are a part of nature - they are natural.  
-There are also things that people have made in the world (man-made). Examples include buildings, cars, benches, tables, televisions, and toys!

## Changes over Time

-Humans go through life stages: baby, toddler, child, teenager, adult and old people.  
-Other things change over time too. For example, they can grow, shrink, decay and die.



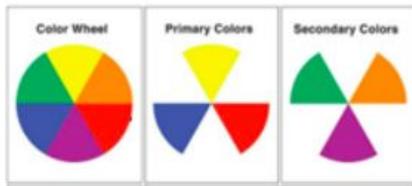
- The World
- Earth
- People/ Humans
- Animals
- Plants
- Nature
- Man-made
- Environment
- Community
- Tradition

|  |   |   |
|--|---|---|
|  | <p><b>Living Things - Animals</b><br/>Sub-Area: The World</p> | <p>-Animals are living things.<br/>-Animals get their food by eating plants or other animals. Animals can be big like elephants, or small like mice. We humans are animals!<br/><u>Some animals you may see around you</u><br/>Cats Dogs Rabbits Lizards Bees Flies<br/>Cows Horses Sheep Pigs Goats<br/>Chickens Pigeons Worms Beetles Badgers</p> |
|  | <p><b>Living Things - Plants</b><br/>Sub-Area: The World</p>  | <p>-Plants are also living things.<br/>-Most plants do not eat other plants or animals for food. Plants can be big like trees, or small like weeds.<br/><u>Some plants that you may see around you:</u><br/>-Grass -Weeds -Trees -Bushes<br/>-Flowers -Stinging Nettles -Dandelions -Daisies</p>  |
|  | <p><b>The Seasons -</b><br/>Sub-Area: The World</p>           | <p>-The weather changes at different times in the year.<br/>-The four seasons are winter, spring, summer and autumn. It is coldest in the winter and warm in summer.<br/>-We can see different plants and animals in the different seasons.</p>   |

# Lakeside Primary Academy - Knowledge Organiser - Art & Design

## Primary colours

The three main colours, they cannot be made but are used to make all the other colours. Red, blue and yellow.



## Textures

Texture is how something feels to touch. We can use adjectives to describe different textures.



## Using tools

Tools are objects that help us to change things. They do many different jobs



In **art and design** we learn to be creative, using our imaginations to show feelings and ideas.

**Art** can be anything that we can sense, things that we can see, smell, hear, feel and taste

**Designing** is about thinking up ideas to solve problems and to get the result that we want.

## Drawing and painting

These are types of visual art. Lines are used to create shapes and objects. By mixing colours we can create new shades.

## Sculpture

Sculptures are made using objects, they can be cut, carved, stuck or arranged in different ways.

## Music and dance

Music is about different sounds and sound patterns. Dance is how we can use our bodies to move to music.

## Photography and role play

Photography allows us to capture the art that we see in the world. Role play is as we act as another person or character.

## What we will learn

- To know which prime colours you mix together to make secondary colours
- To plan, adapt and evaluate what they are going to make
- To draw more detailed pictures of people and objects
- To manipulate materials
- To know some similarities and differences between materials
- To learn about and compare artists.
- To explore, use and refine a variety of artistic effects
- Safely use and explore a variety of materials tools and techniques
- To experiment with colour, design, texture, form and function.
- Make use of props and materials when role playing characters in narratives and stories.
- To use different construction materials



# R.E: SPECIAL PEOPLE KNOWLEDGE ORGANISER



## Overview

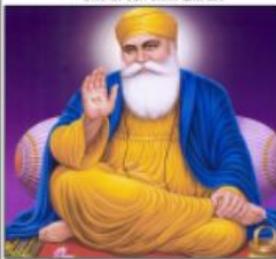
-Almost all of us have someone in our lives who is special. Lots of us have many people who are special to us!

-We each have our own special qualities and characteristics. These make us unique!

-Many religious people, for example Christians, Hindus and Sikhs, have special people that mean a lot to them and their religion.

-In these religions, some special people (and their teachings) are often sacred.

Guru Nanak, the founder of Sikhism and one of ten Sikh Gurus.



## In Christianity



### Jesus Christ

-Jesus Christ is the central person in Christianity.

-To Christians, he is the most important person who ever lived.

-He lived around 2,000 years ago in the land that is now called Israel.

-In his life, Jesus showed people how to live in a kind and caring way.

-Jesus performed miracles, including helping the sick to get better, and looked after people that had been turned away by others.

-Christians call him the Son of God, and pray for him to help them in their lives.

-Christians try to follow the good example that Jesus set for them about how to live.

### Celebrating him at Christmas



-Christians celebrate the birth of Jesus at Christmas time (in December).

-Jesus' mother, Mary, was visited by Gabriel the angel, and told that she would give birth to the Son of God.

-She (and her partner, Joseph) travelled to Bethlehem. There, Jesus was born in a stable. The new baby was visited by shepherds and by wise men.

-The scene in which Jesus was born is called the 'nativity'.

-At Christmas time, people put up lights to brighten the winter darkness - this shows how Jesus was the 'light of the world'. They also give each other gifts.



## In Hinduism



### Rama and Sita



-Rama and Sita are special individuals in Sikhism.

-The story goes that Rama was a good man, who was married to a beautiful princess called Sita.

-They were banished into a forest with Lakshman, Rama's brother, by his stepmother.

-In the forest, Ravana, a demon king with ten heads, kidnapped Sita. Rama and Lakshman, with the help of the monkey king, Hanuman fought Ravana for ten days until they defeated him.

-Rama was heroic, brave, noble and loving

-Sita was loyal, devoted, faithful and loving.

-To Hindus, Rama & Sita show how to be a perfect husband & wife.

### Celebrating them at Diwali



-When Rama and Sita returned to their kingdom, people welcomed them with rows of 'divas' (small clay lamps).

-Today, Hindus celebrate Diwali in October/ November time. People light their own divas in homes, streets and temples.

-By doing so, they celebrate how good defeated evil.

## In Sikhism



### Guru Nanak



-Guru Nanak is the founder of Sikhism.

-He lived around 500 years ago in Punjab (now in Pakistan and India).

-Sikhs believe that one day, whilst he was bathing, he was taken by God for three days.

-When he returned, he spread messages from God to those around him about how to be good.

-He became the first of the Ten Gurus, who led the Sikh religion.

### Celebrating him at Gurburb



-Sikhs celebrate Guru Nanak's birthday every November at Gurburb.

-The holy book, the Guru Granth Sahib, is read aloud. It is so long that it takes around 48 hours!

-They also sing special hymns, called Shabads.

## Key Vocabulary

Special

Characteristics

Sacred

Christianity

Jesus Christ

Christmas

Hinduism

Rama

Sita

Diwali

Sikhism

Guru Nanak

Gurburb

## Personal Spirituality - Key Questions

What makes me special?

What makes my friends/ family special?

Which people/ pets are special to me? Why?

When do I feel special?

How can I make others feel special?

What special things have I/ others done in my life?

What special quality do I/ others have?

Who do other people think are special? Why?

| Key Vocabulary | Definition  |
|----------------|---|
| Pitch          | How high or low a sound is  |
| Mood in music  | Music can help us to get in touch with or express a feeling. People choose which music to listen to depending on how they are feeling. It can also help us understand an emotion or feeling |

**Singing tips:**

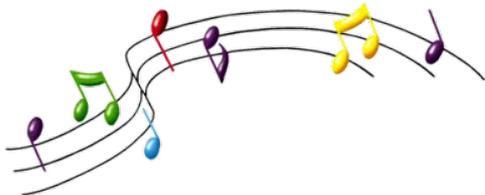
Warming up before singing helps protect our voices.  
 Standing up straight helps us to project our voices.  
 Shouting could hurt our voices.



- To sing and chant short phrases together and on our own
- To make changes in our voices to express different moods /feelings
- To coordinate actions to go with a song
- To sing a variety of songs
- To create new lyrics to rhymes & songs
- To control our voice making high and low sounds
- To find our singing voice
- To pitch match as a class in a call and response song

**Welcome song**

Hello everybody and how are you?  
 How are you?  
 How are you?  
 Hello everybody and how are you?  
 How are you today?



**How are you feeling?**



How can we make changes to our singing to show this?



Joining in and performing are not just great skills to have- they are fun too!



- To clap to a steady beat
- To move to a steady beat
- To control dynamics with body percussion and instruments

| Key Vocabulary  | Definition   |
|-----------------|--|
| Tempo           | The speed of the music (fast or slow).                             |
| Pulse           | The heartbeat of the music, also called the beat                   |
| Dynamics        | How loud or quiet a piece of music is                              |
| Body percussion | To use different parts of your body to make the sound of the pulse |

Tempo (Speed)

How fast or slow a piece of music is.



Dynamics (Volume)

How loud or quiet a piece of music is.



Pulse

Is the beat in a piece of music.



Body Percussion



Clap



Snap



Pat



Stomp



instruments

|   |  |  |
|---|--|--|
| <br>Wooden Sand Cone | <br>Triangle      | <br>Castanet    |
| <br>Sleigh Bells     | <br>Tambourine    | <br>Hand Bells  |
| <br>Chime Bar       | <br>Wood Sounder | <br>Wood Block |

Key Vocabulary

**Texture** Few or many layers of sounds, thin or thick

**Timbre** Different sounds made by the voice, hands, objects and instruments

**Mood** How a piece of music sounds and how it makes you feel.

An **ensemble** is performing music in a group with others.



- How to put sounds from different musical instruments together to create a piece of music.
- How to handle instruments carefully.
- To explore and identify the different types of sound musical instruments can make.
- Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings.
- How to perform with others in a group

**Percussion Instruments**  
Different ways of creating sounds:  
**Tap, scrape, shake, bang.**



Wooden Sand Cone



Triangle



Castanet



Sleigh Bells



Tambourine



Hand Bells



Chime Bar



Wood Sounder



Wood Block

How is a piece of music making you feel?



Music is about putting sounds together.



Music can be made using our voices and instruments.

