



## Main Topic PITAs

### Understanding the World – The Natural World:

1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
2. Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.
3. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where- appropriate- maps.

### Personal, Social, Emotional Development: Managing Self

1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
2. Explains the reasons for rules, knows right from wrong and tries to behave accordingly.
3. Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Personal, Social, Emotional Development: Self-Regulation

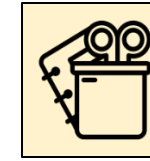
1. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
3. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions.

### Expressive Arts – Creating with Materials:

1. Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
2. Share their creations, explaining the processes they have used.
3. Make use of props and materials when role-playing characters in narratives and stories.

### Physical Development – Gross Motor:

1. Negotiate space and obstacles safely, with considerations for themselves and others.
2. Demonstrate strength, balance and coordination when playing.
3. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.





## Wider Curriculum PITAs

### Communication and Language – Listening, Attention & Understanding

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

### Communication and Language – Speaking

1. Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary.
2. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
3. Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher.

### Expressive Arts – Being Imaginative:

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

### Understanding the World – People, Cultures and Communities:

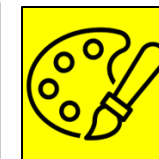
1. Explore the natural world around them; making observations and drawing pictures of animals and plants.
2. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
3. Understand some important processes and changes in the natural world around them; including seasons and changing states of matter.

### Understanding the World – Past and Present:

1. Talk about the lives of the people around them and their roles in society.
2. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class/
3. Understand the past through settings, characters and events encountered in books read in class and story telling.

### Personal, Social, Emotional Development: Building Relationships

1. Work and play cooperatively and take turns with others.
2. Forms positive attachments to adults and friendships with peers.
3. Show sensitivity to their own and other's needs.



# Knowledge Organiser: Pentecost 1

## Understanding the World – People and Communities



**Golden Thread:** Freedom

**Topic:** Animal Antics

### Previous Knowledge Recap

- Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Begins to know some similarities and difference between religious and cultural communities.
- Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts.

### Land Objectives and Sticky Knowledge

1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
2. Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.
3. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where- appropriate- maps.

#### Links to Golden Thread

- Some people have the **freedom to choose** their religion and traditions.
- I have **freedom** in my life.

#### Links with CST and CKA Values Crown

- I can show **respect** for people of different cultures.
- I feel **gratitude** for the things that I have in my life.
- I can demonstrate **service** to those who need it.



# Understanding the World People, Culture and Communities

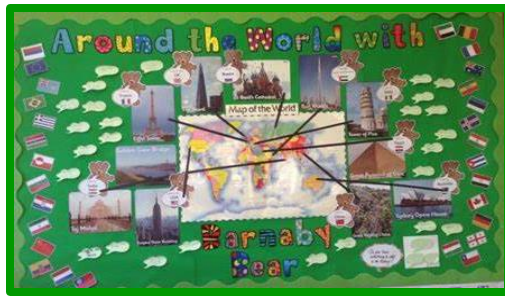


## Sky Objectives:

1. They talk about the features of their own immediate environment and how environments might vary from one another.
2. Children know about similarities and differences in relation to places, objects, materials and living things.
3. Children know about similarities and differences between themselves and others, and among families, communities and traditions.

## Key Vocabulary

Maps, countries, area, abroad  
Africa, climate, weather, animals,  
traditions, beliefs.  
Services, Police Officer, Fire Fighter,  
Paramedic, Doctor



Where have we been?  
Where are we from?  
Where have we heard of?  
How does it differ from our local area?

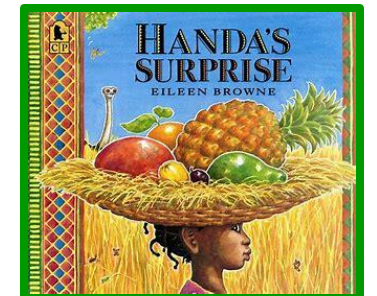
What animals can we identify? Are they different from animals that we see in our area?

What differences can we see between Handa's community and traditions and our own?



We will look at our local area and key places of interest to us in our daily lives.  
Home, school, shops, park, swimming, soft play.  
Also places of safety; police/fire station.  
We will talk about the people we would see in these places and what roles they hold.

We will look at Africa and where it is in the World, looking on globes to help.



# Knowledge Organiser: Pentecost 1

## Personal, Social, Emotional Development



**Golden Thread:** Freedom

**Topic:** Animal Antics

<b>Previous Knowledge Recap</b>		
<ul style="list-style-type: none"> <li>• Confident to speak about own opinions and interests.</li> <li>• Describes self in positive terms including a growing bank of abilities.</li> <li>• Independently identifies a range of healthy foods.</li> <li>• Show an awareness of healthy practices and reasons for doing them eg sleep, exercise, hygiene and oral health.</li> <li>• Show an increasing understanding of the need for safety when tackling new challenges.</li> <li>• Practices a wider range of appropriate safety measures independently.</li> <li>• To complete a tasks, over-coming a particular challenge, not always linked to interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of own feelings and can use the appropriate word/description.</li> <li>• Beginning to regulate own behaviours making/suggesting appropriate changes to actions.</li> <li>• Increasingly aware of boundaries set and behavioural expectations in the setting.</li> <li>• Can negotiate and solve problems without heightened emotions, using words to negotiate or overcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge (familiar to them) and asks appropriate questions of others.</li> <li>• With some adult support, can play cooperatively with a range of children may be able to find compromises.</li> </ul>
<b>Land Objectives and Sticky Knowledge</b>		
<ol style="list-style-type: none"> <li>1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>2. Explains the reasons for rules, knows right from wrong and tries to behave accordingly.</li> <li>3. Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>3. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work and play cooperatively and take turns with others.</li> <li>2. Forms positive attachments to adults and friendships with peers.</li> <li>3. Show sensitivity to their own and other's needs.</li> </ol>



# Personal, Social and Emotional Development

## Managing Self, Self-Regulation & Building Relationships

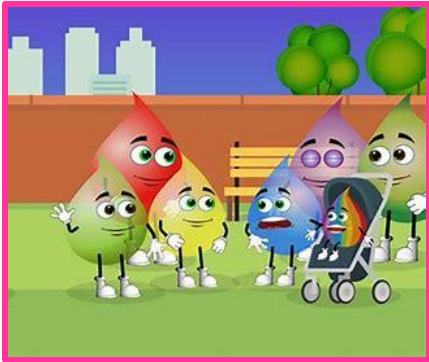


### Sky Objectives:

1. Children recognise that they have different feelings in different situations
2. Children can name people who are important to them both at school and at home.
3. Children can recognise when people are being helpful.

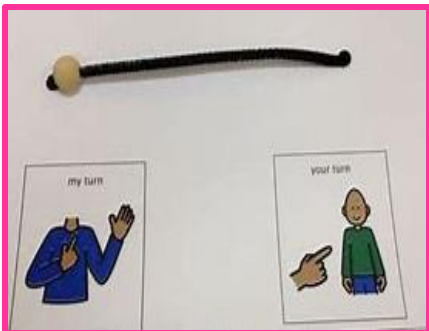
### Key Vocabulary

Feelings, Emotions, Thoughts, Ideas.  
Happiness, Anger, Sadness, Fear.  
Share, Take Turns, Help, Support.

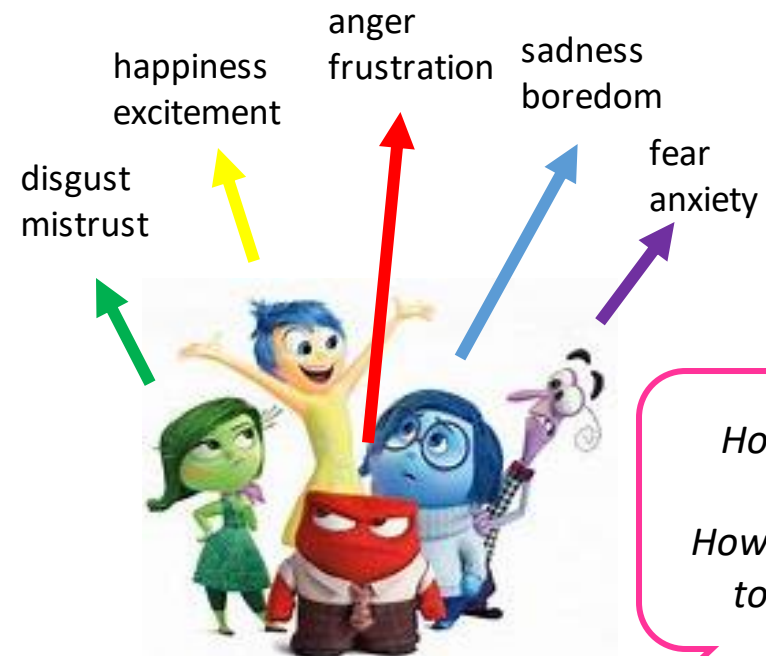


We will be doing lots of turn taking this term focusing on collaborative play.

We will use board games; role play and continuous provision to support this.

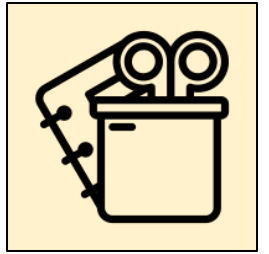


The children will develop independence in their play which will support problem solving and conflict resolution as they move forward.



*How do you feel today?  
How can I help you to feel better?*

Knowledge Organiser: Pentecost 1  
Expressive Arts – Creating with Materials



Golden Thread: Freedom

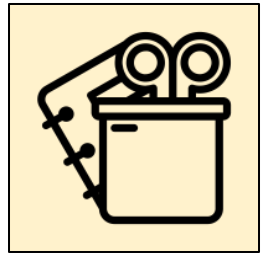
Topic: Animal Antics

Previous Knowledge Recap	
<ul style="list-style-type: none"> <li>• Experiments to create different textures.</li> <li>• Begins to understand that different media can be combined to create different effects.</li> <li>• Manipulates a variety of resources to achieve a planned effect.</li> <li>• Uses simple tools competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Begins to use props and materials to role-play characters in narratives and stories.</li> <li>• Develop and refine own ideas.</li> <li>• Explores music making</li> </ul>	
Land Objectives and Sticky Knowledge	
<ol style="list-style-type: none"> <li>1. Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>2. Share their creations, explaining the processes they have used.</li> <li>3. Make use of props and materials when role-playing characters in narratives and stories.</li> </ol>	
Links to Golden Thread	Links with CST and CKA Values Crown
<ul style="list-style-type: none"> <li>• I have the <b>freedom to choose</b> what makes me happy.</li> <li>• I have the <b>freedom to play</b> with lots of exciting things.</li> </ul>	<ul style="list-style-type: none"> <li>• I can show <b>love</b> for things that we have created.</li> <li>• I can show <b>respect</b> by listening to others in our play.</li> <li>• I can show <b>service</b> by helping others.</li> </ul>



# Expressive Arts

## Creating with Materials



### Sky Objectives:

1. Begin to show accuracy and care when drawing.
2. Use a range of small tools, including scissors, paint brushes and cutlery
3. Share their creations, explaining the process they have used.

### Key Vocabulary

Tools, resources, equipment.  
Cardboard, paper, glue, scissors.  
Cut, stick, attach, bend, fold.

We will choose our materials

We need to select the tools we need.

We will start with a design.

We will need to explore different ways of attaching parts.

We will evaluate by sharing our ideas for changes and improvements.



We will be promoting and developing creative independence. We will be encouraging children to look for resources that they need and to ask if they need help.



Knowledge Organiser: Pentecost 1  
**Physical Development – Gross Motor**



Golden Thread: Freedom

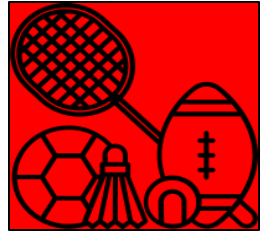
Topic: Animal Antics

<b>Previous Knowledge Recap</b>	
<ul style="list-style-type: none"> <li>• Will experiment and combine different ways of moving demonstrating increasing level of skill.</li> <li>• Negotiates space successfully when racing and playing with other children, adjusting speed and changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control when pushing, patting, throwing, catching or kicking it.</li> </ul>	
<b>Land Objectives and Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>1. Negotiate space and obstacles safely, with considerations for themselves and others.</li> <li>2. Demonstrate strength, balance and coordination when playing.</li> <li>3. Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ol>	
<b>Links to Golden Thread</b>	<b>Links with CST and CKA Values Crown</b>
<ul style="list-style-type: none"> <li>• I have the <b>freedom</b> to make good choices to my health.</li> <li>• I have the <b>freedom</b> to play with lots of different resources.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate <b>respect</b> to other when they perform.</li> <li>• I can feel <b>hopeful</b> in my abilities.</li> <li>• I can show <b>service</b> by helping to set up equipment.</li> </ul>



# Physical Development

## Gross Motor



### Sky Objectives:

1. Can identify the ABC's relating to movement.
2. Can take part in an activity without falling out with other children.
3. Can identify an effect of exercise on the body.

### Key Vocabulary

Balance, Co-ordination, Strength  
Running, Walking, Jumping, Hopping, Skipping.  
Safety, Space, Movement.



We will take part in specialised lessons with our PE teacher.

We will be learning new skills for our Sports Day.

We will be using our outside areas to practice independently.

We will be using all the skills that we have learned to continue developing our co-ordination and independence. We will demonstrate this in our outside area and well as in our lessons.

# Knowledge Organiser: Pentecost 1

## Communication and Language



**Golden Thread:** Freedom

**Topic:** Animal Antics

<b>Previous Knowledge Recap</b>	
<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits appropriately during an activity.</li> <li>• Listen and do for a short span, using comments and actions in a small group.</li> <li>• Able to follow a story without props or pictures.</li> <li>• Responds to instructions involving two part sequence.</li> <li>• Responds and takes turns when communicating.</li> <li>• Begins to ask why or how questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates and uses newly introduced vocabulary in 1:1/ small group contexts.</li> <li>• Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative.</li> <li>• Uses talk to organise, sequence and clarify thinking and ideas.</li> <li>• Expresses their ideas and feelings using full sentences, using past and present tense.</li> </ul>
<b>Land Objectives and Sticky Knowledge</b>	
<ol style="list-style-type: none"> <li>1. Listen attentively.</li> <li>2. Respond to what they hear with relevant questions, comments and actions when being read to.</li> <li>3. Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.</li> <li>4. Make comments about what they have heard and ask questions to clarify understanding.</li> <li>5. Hold conversation with their teacher/peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>2. Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>3. Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher.</li> </ol>
<b>Links to Golden Thread</b>	<b>Links with CST and CKA Values Crown</b>
<ul style="list-style-type: none"> <li>• <i>I have the <b>freedom</b> to speak.</i></li> <li>• <i>I have the <b>freedom</b> to share my opinions.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can <b>respect</b> when others are talking.</i></li> <li>• <i>I can show <b>compassion</b> when others struggle.</i></li> <li>• <i>I can show <b>service</b> by helping others.</i></li> </ul>



# Communication and Language

## Listening, Attention and Understanding & Speaking



### Key Vocabulary

Listening, Looking, Sitting, Speaking, Hearing.  
Sharing, Ideas, Feelings, Opinions.  
Conversations, Discussions, Questions.  
*I feel, I think, I would like, I am*

### Key Questions

*What/Where/When/Why/How?*  
*How could we make that better?*  
*What do you think we could do next?*  
*Can you tell me about...?*



*I am looking*  
*I am sitting*  
*I am listening*  
*I am still*

We are going to use speech to extend our thinking and learning.  
We will be asking and answering questions to help explore independently.  
We will be using new vocabulary in all areas of our learning.  
We will be practising new words that we have learned.

As EYFS practitioners we will be using a combination of **questions, speech and communication aids** to support learners.  
Communication and Language is at the **centre of our whole curriculum.**

**ASK ME**  
*WHY!*

# Knowledge Organiser: Pentecost 1

## Understanding the World – The Natural World



**Golden Thread:** Freedom

**Topic:** Animal Antics

### Previous Knowledge Recap

- Looks closely at similarities, differences, patterns and change
- Describe outside by using their senses.
- Makes observations of the natural world, plants and animals.
- Begins to talk about some important processes and changes in the natural world around them eg effects of changing seasons.
- Begins to identify some similarities and differences between the natural world around them and contrasting environments.

### Land Objectives and Sticky Knowledge

1. Explore the natural world around them; making observations and drawing pictures of animals and plants.
2. 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.
3. Understand some important processes and changes in the natural world around them; including seasons and changing states of matter.

#### Links to Golden Thread

- *I have the **freedom to explore** my surroundings.*
- *I feel **free** in nature.*

#### Links with CST and CKA Values Crown

- I can show **respect** to our environment.*
- I can demonstrate **service** by caring for our school.*
- I can talk about the **gratitude** we have for nature.*





# Understanding the World

## The Natural World



### Sky Objectives:

1. Ask questions about the immediate environment.
2. Describe what happens in a range of scenarios.
3. Talk about what they have noticed.

### Key Vocabulary

Change, Grow, Colour, Flowers, Leaves.  
Sunshine, Warm, Hot, Safe  
Desert, Forest, Volcano, Environments.

We will be looking at the season of Summer to complete our work on changes in the environment.

We will be making drawings of things that we can see around us.



Growing



Weather

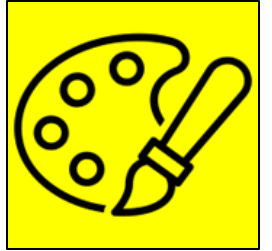


Changes

We will be looking at contrasting environments with different physical features.  
We will think about where these places are in the world with a link to PP&C ELG.

# Knowledge Organiser: Pentecost 1

## Expressive Arts - Being Imaginative and Expressive



Golden Thread: Freedom

Topic: Animal Antics

### Previous Knowledge Recap

- Begins to build a repertoire of songs, rhymes, poems and stories.
- Extends play with other children who are engaged in the same theme.
- Introduces a storyline or narrative into their play.
- Plays cooperatively as part of a group to develop and act out a story.
- Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to.

### Land Objectives and Sticky Knowledge

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

#### Links to Golden Thread

- I have the **freedom to express** myself.
- I have the **freedom to choose** music and activities that make me happy.

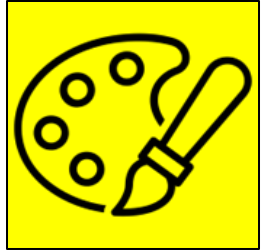
#### Links with CST and CKA Values Crown:

- I can show **respect** to others and their ideas.
- I can show **love** and enjoyment for music and song.
- I can be **hopeful** in my abilities.



# Expressive Arts

## Being Imaginative and Creating



### Sky Objectives:

1. To draw pictures that resemble what they are meant to be (for example, people, houses, animals)
2. To name primary colours and explore how colours can be changed.
3. To use salt dough to make a desired shape by rolling a ball/snake shape and squeezing.

### Key Vocabulary

Song, Sing, Dance, Music, Perform.  
Paint, Create, Make, Do.  
Story Time, Books, Characters, Ideas.



We will create artwork based on the work we have done on deserts environments.

### Churanga Music



We will be using lots of open-ended resources to captivate and encourage imaginative play. We will be modelling narrative and music to the children.



# Knowledge Organiser: Pentecost 1

## Understanding the World – Past and Present



Golden Thread: Freedom

Topic: Animal Antics

### Previous Knowledge Recap

- Draw on own experiences to talk about past and present.
- Begins to know some similarities and differences between things in the past and now.
- Begin to talk about lives of people in society and their roles.
- Begin to show understanding of the past using books and stories(compare and contrast)

### Land Objectives and Sticky Knowledge

1. Talk about the lives of the people around them and their roles in society.
2. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class/
3. Understand the past through settings, characters and events encountered in books read in class and story telling.

#### Links to Golden Thread

- *People who lived before my didn't have the same **freedoms** that I have today.*
- *Other people don't have the same **freedom** that I have to go to school and have a home.*

#### Links with CST and CKA Values Crown

- *I can show **gratitude** for what came before us.*
- *I can be **hopeful** of things that are yet to come.*
- *I can talk about **justice** for people's roles in the community.*



# Understanding the World Past and Present



## Sky Objectives:

- Know about similarities and differences in relation to places, objects, materials and living things.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.
- Talk about past and present events in their own lives and the lives of family members.

## Key Vocabulary

Past, Present, Before, Now, Next.  
Young, Old, Adult, Child, Elderly, Grow,  
Change.  
Toymaker, Toys, Wooden, Dolls,  
Characters.

Who is in our Local Area?  
What roles do they have?



What toys did Mary like to play with when she was little?  
Who was the old lady who comes back to the shop?  
How did the characters change?  
Can you notice any differences?

