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**Stockland and Yarcombe Pre-School**

**Knowledge Organiser**

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| **Overview: History, Geography, Science, Computing (UTW)**  In History, we look at things that have happened in the past. We look at the things that humans have done in the past, to try and help us understand the present, and what may happen in the future. In EYFS, we learn about the past and present through looking at our lives and the lives of family and friends. Almost all of the early History learning can be found in ‘Understanding the World’, one of the 7 areas.      In Geography , we learn about the Earth and it’s 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, (familiar world) Almost all of the early Geography learning can be found in ‘Understanding the World’, one of the 7 learning areas.    In Science, we look at the world around us. Scientists try to find out how and why things  happen. Scientists learn about their subject by observing (looking at things) and experimenting (testing things). Early Science learning is found in the following EYFS areas of Learning:  Understanding the World  Expressive Arts and Design  Physical Development  In Computing, we learn about computers and modern technology, and how we use them. Computers and technology are a part of our everyday life, and so it is really important that we are confident with them. Computing is also important because it teaches us to solve problems and come up with new ideas. Almost all the early Computing learning can be found in ‘Understanding the World’, one of the 7 EYFS leaning areas. | **Key Vocabulary:**  History  Past  Present  Future  Time  Family  Friends  Earth  Community  Environment  The World  Earth  People/humans  Animals  Plants  Nature  Man-made  Environment  Community  Tradition  Scientist  Experiment  Earth  Natural/Manmade  Season  Animal  Plant  Environment  Healthy  Textures  Computer  Technology  Keyboard  Camera  Toy  Recording  Mouse  Program  Hardware | **Understanding The World**  **Birth – Three-Year-Olds**   * Repeat actions that have an effect. * Explore materials with different properties. * Explore natural materials, indoors and outside. * Explore and respond to different natural phenomena in their setting and on trips. * Make connections between the features of their family and other families. * Notice differences between people   **Three and Four-Year-Olds**   * Use all their senses in hands-on exploration of natural materials. * Explore collections of materials with similar and/or different properties. * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. * Explore how things work. * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Explore and talk about different forces they can feel. * Talk about the differences between materials and changes they notice. * Continue developing positive attitudes about the differences between people. * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| **Links to other areas:**  **Physical Development**  Moving and Handling - Using simple Tools|: Tools are objects that help us to make changes to things. Some examples of science tools we can use are: Pencil, Ruler, Measuring Jug, Test Tube, Dropper, Tongs, Thermometer, Tape, Magnifying Class  Health and Self-Care - Healthy Living: One way to stay fit and healthy is to eat healthy foods, for example fruit (e.g. apples, grapes, strawberries) and vegetables (e.g. carrots, lettuce, sweetcorn) Another way to stay fit and healthy is to exercise, e.g. running, playing sports, cycling or swimming.  **Expressive Arts and Design**  Exploring and Using Media and Materials – Textures: Texture is how something feels to touch. We can use adjectives to describe different textures: Bumpy – Lego, Rough – Sandpaper, Hard – Wall, Fuzzy – Teddy Bear, Smooth – Plastic, Soft – Pillow, Lumpy – Bean Bag, Prickly – Thorns, Shiny – Car. |

**Past and Present: Changes over time**

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

**Time and Chronology**

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| **The Past** | | | | | **The Present** | **The Future** | | | |
| Birth of grandparents | Birth of parents | When I was a baby | What I did last week | What I did earlier today | What I’m doing right now | What I will do later today | What I will do next week | What I will do When I am a grown up | What I will do When I’m an old person |

**People, Culture and Communities: 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.
* Environments are our surroundings. Different people, plants and animals like to live in different environments. Some examples of natural environments are garden, forest, beach, desert, rainforest, polar or mountains.
* Which country do you live in? Which town/city?
* Ways of life and occupations: We share some things with other people. Some things make us unique (different to everyone else). A way of life is how you choose to spend your time. An Occupation is a job – what you do for work. Occupations include: Teacher, policeman, chef, etc.
* A community is a group of people who live in a particular place or have something in common. E.g., all of the staff, parents and children at your Pre-School make up your Pre-School community. Your town or village is your local community.
* A tradition is something that people in a group or community do, that has been passed down over time. E.g., Eating certain foods, wearing certain clothes.
* Families: Families are people who are related to one another. Friends are people who like spending time together. Family Members include – Mother/Mum, Father/Dad, Parent, Sister, Brother, Grandmother/Nanna, Grandfather/Papa, Auntie, Stepmother/Father/Sister/Brother, Uncle, Cousin.
* An experience is something that happens to us in our lives. Important experience are called life events. Life events may include: Birthdays, starting school, birth of brother/sister, wedding, christening, achievements/success!

**The Natural World: Nature and Objects**

* Humans share the planet with lots of other living things, including plants and animals. Animals and plants live in many different ways.
* Living things - Animals: Animals are living things. Animals get their food by eating plants or other animals. We are animals! Some animals you may see around you: Cats, dogs, rabbits, lizards, bees, flies, cows, goats, horses, sheep, pigs, chickens, pigeons, worms, badgers. Understand a Life Cycle of and animal.
* Living things - Plants: Plants are also living things. Most plants do not eat other plants or animals for food. Plants can be big like trees, or small like weeds. Some plants that you may see around you: Grass, weeds, trees, bushes, flowers, stinging nettles, dandelions. Understand the Life Cycle of a plant.
* There are also things that people have made in the world, for example buildings and cars.
* The Seasons: There are 12 months in a year. (January-December). The weather changes at different times in the year. The four seasons are winter, spring, summer, autumn. It is coldest in the winter and warm in the summer. Many things are born in spring. We can see different plants and animals in the different seasons.

**Local Environments**

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| My House | My Garden | My School | School  Playground | The Park | The  village/Town/City | The River | The Beach | Hills and  Mountains | The Forest |

**Growth and Decay**

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| People | | | | | Plants | | | | |
| Baby | Child | Teenager | Adult | Old Person | Seed | Bud | Flower | Ripen | Decay |

**Technology**

* Hardware is the name for the parts of a computer that we can see and touch. Hardware helps us to work computers. Examples of hardware helps us to work computers. Examples of the hardware include the mouse, keyboard, memory stick and monitor.
* A computer program makes a computer do different things. Computer programs give computers instructions. Examples include video games, Word, PowerPoint and the internet explorer (Google).
* Recording devices capture moments and sounds, which can then be played back. Examples include video cameras and voice recorders. Playback devices allow us to hear music after is played. E.g. CDs DVDs players, computers, televisions and smart phones/tablets
* When we are in Pre-School, technology is all around us! Explore the items listed, and think about: What does this do? How does it work? What happens when I press…? What can I use this for? Laptop, Whiteboard, Tablet, Electronic Toys, Calculator, Camera, Bee-Bot, Voice Recorder.
* Technology is also all around us at home! Using the same questions, explore these devices (safely and with the help of an adult) Phone, Television, Hoover, Toys, Music Player, DVD Player, Thermostat
* Technological toys are toys that use modern science in order to work, e.g. smart phones, cameras, tablets and computers. These toys can work in different ways, e.g. by typing letters on keys on computers or pressing a button to make a camera take a picture. Knobs: A sticky out part of a product, that is normally round. Examples include – Door knobs, drawer knobs or volume dials on radios. Handles: A part of a product made for a hand to hold. Examples include, scissors, door handles and the part that you hold on an Xbox Controller! Pulleys: A part of a product that has a rope or chain that runs around a wheel, helping us to lift or move things, e.g. a flagpole or elevators.
* Coding is when we give instructions to a computer to do a task. When coding we have to use a language that the computer can understand. This is called code. We can use coding to get Beebots to do basic tasks, e.g. move forwards, backward or to the side. We can also use Human Beebots (our friends) and make up codes for them to follow!
* Our computing rules:
* Make sure an adult is with you when you use technology.
* Only adults should handle switches, wire s and batteries.
* Keep food and drinks away from computers.
* Makes sure that you are seated properly when using a computer.
* Make sure adults can always see your screen.
* Do not talk to strangers when online.
* Keep computers away from table edges

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| **Overview: Music (EAD)**  In Music we learn to be creative with sounds, using our imagination to show feelings and ideas. Music is about putting sounds together to create melodies, rhythms and harmonies. Music can be made using vocal (our voices) and instrumental (using instruments) sounds. In EYFS, early Music is found in the Expressive Arts and Design’ and ‘understanding the World’ learning areas.  In Art, Design and Technology, we learn to be creative, using our imaginations to show feelings and ideas. -Art can be anything that we can sense: things we can see, hear, feel, smell, or taste. -Designing is about thinking up ideas to solve problems and to get the result that we want. In EYFS, early Art and Design is found in the ‘Expressive Arts and Design’ learning area. | **Key Vocabulary:**  Music  Pulse/Beat  Voice  Instrument  Rhythm  Singing  Dancing  Recording  Pitch  Volume  Tempo  Art  Design  Colour  Texture  Creative Emotions  Tools Imagination  Five Senses | **Expressive Arts and Design**  **Birth – Three-Year-Olds**   * Show attention to sounds and music. * Respond emotionally and physically to music when it changes. * Move and dance to music. * Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. * Explore their voices and enjoy making sounds. * Join in with songs and rhymes, making some sounds. * Make rhythmical and repetitive sounds. * Explore a range of soundmakers and instruments and play them in different ways. * Notice patterns with strong contrasts and be attracted by patterns resembling the human face. * Start to make marks intentionally. * Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. * Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. * Use their imagination as they consider what they can do with different materials. * Make simple models which express their ideas.   **Three and Four-Year-Olds**   * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. * Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas and then decide which materials to use to express them. * Join different materials and explore different textures. * Create closed shapes with continuous lines, and begin to use these shapes to represent objects. * Draw with increasing complexity and detail, such as representing a face with a circle and including details. * Use drawing to represent ideas like movement or loud noises. * Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. * Explore colour and colour-mixing. * Listen with increased attention to sounds. * Respond to what they have heard, expressing their thoughts and feelings. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person (‘pitch match’). * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. * Create their own songs, or improvise a song around one they know. * Play instruments with increasing control to express their feelings and ideas. |
| **Links to other areas:**  **Understanding the World**   * Technology - Performing devices help us to perform and create music. Examples include microphones, speakers and computer/tablet applications. * Recording devices capture the sounds that we make, which can then be played back. * Examples include voice recorders and phone/video recorders. * Playback devices allow us to hear music after it is played. Examples include CD and DVD players, computers, television and smart phones/tablets. |

**Being Imaginative**

* Using your imagination is about having new ideas! When using our imaginations, we create things that we find fun and interesting. We can also show different emotions (how we feel) and create new things that are not real.
* Imagination - Using your imagination is about having new ideas! When using our imaginations, we create music that we find fun, new and interesting.
* We can also show emotions (how we feel). We can create music to copy familiar sounds and make new sounds.
* Singing - Singing uses our voices to make music. When singing, we can change the pitch (high/low) of our voice. We can also change the volume (loud/quiet) of our voice. We can create our own songs and tunes using the above (and sometimes rhyming).
* Dancing and Moving - When we dance, we use our bodies to move to the sound of music. We can move some parts of our bodies to create sounds along to the beat, for example stamping our feet and clapping our hands. We can repeat some movements in a pattern, in order to create dance sequences. We can also dance to show emotions and copy movements.
* Designing - When we are designing, we are thinking about ways that we can get a result (a finished piece of work) that we want or need. Some questions that designers might ask. -How can we fix problems in our world? -What things look/sound/feel good together? We should also think about what it is for (purpose) and who will use it.
* The Five Senses - Our senses work together to help us to take in what is going on around us. When we create art, we need to think about what it does to each of our senses

**Exploring and Using Media and Materials: Familiar Songs**

* Familiar Songs are songs we know well. They include: Nursery Rhymes, Happy Birthday song, Hymns, Christmas Carols, Theme Tunes, Simple Pop songs.

**Exploring and Using Media and Materials: Instruments**

* Musical instruments are objects that are used to make music. Musical instruments can be made out of many objects, e.g. spoons, pans, tumblers and boxes.
* Try to identify these instruments in music that you hear: Drums, Xylophone, Maracas, Triangle, Symbols, Tambourine, Guitar, Piano, Keyboard, Harp, Violin, Recorder, Harmonica, Bell, Trumpet.
* We should know how to hold/use different instruments correctly (e.g. percussion instruments/ xylophone).
* Using basic instruments, we can explore by: Investigating the different sounds they make/Playing along to the beat of the music/Tapping out simple rhythms/Changing the tempo (slow/fast), volume (loud/quiet) and pitch (high/low).

**Exploring and Using Media and Materials: Mixing Colours**

* Colours can be mixed together to make other colours.
* The three primary colours are blue, red and yellow.
* Adding more or less of colours makes different shades.

**Exploring and Using Media and Materials: Textures**

* Texture is how something feels to touch.
* We can use adjectives to describe different textures: Bumpy – Lego, Rough – Sandpaper, Hard- Wall, Fuzzy – Teddy Bear Smooth – Plastic, Soft – Pillow, Lumpy – Bean Bag, Prickly – Thorns, Shiny – Car.
* Different textures are useful for different products.

**Exploring and Using Media and Materials: Using Tools**

* Tools are objects that help us to change things. They do many different jobs. Examples of art tools are: Pencils/Pens, Paint Brushes, Droppers, Roller, Scissors, Hole Punch, Stapler, Glue-Stick, Eraser.

**Different Art Forms**

* Drawing and painting are types of visual art (art that can be seen). Lines are used to create shapes and objects. By mixing colours, we can create new shades.
* Sculpture is another type of visual art. Sculptures are made using objects (not drawn onto paper). The objects can be cut, carved, stuck or arranged in different ways.
* Music is a type of art that can be heard. It is about different sounds and sound patterns. Dance is how we can use our bodies to move to music. Dancing can be performed in patterns (dance sequences).
* Photography allows us to capture the art that we see in the world around us. We can edit the photographs in different ways. Role-play is when we act as another person or character (real or imagined).



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| **Overview: PE / Physical Education**  In Physical Education, we learn about and take part in Physical activities and sports. ‘Physical’ means things we do with our bodies. PE helps us to stay physically fit and heathy, and teaches us how to play different sports. In EYFS, early PE knowledge is based within the ‘Physical Development’ and ‘Expressive Arts and Design’ Learning Areas. | **Key Vocabulary:**  Physical  Sport  Healthy  Exercise  Run  Jump  Movement Safety  Dance | **Expressive Arts and Design**  **Birth – Three-Year-Olds**   * Lift their head while lying on their front. * Push their chest up with straight arms. * Roll over: from front to back, then back to front. * Enjoy moving when outdoors and inside. * Sit without support. * Begin to crawl in different ways and directions. * Pull themselves upright and bouncing in preparation for walking. * Reach out for objects as co-ordination develops. * Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music. * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls. * Build independently with a range of appropriate resources. * Begin to walk independently – choosing appropriate props to support at first. * Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. * Explore different materials and tools.   **Three and Four-Year-Olds**   * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks. * Start taking part in some group activities which they make up for themselves, or in teams. * Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one-handed tools and equipment, for example, making snips in paper with scissors. * Use a comfortable grip with good control when holding pens and pencils. * Show a preference for a dominant hand. * Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. |
| **Links to other areas:**  **Expressive Arts and Design**   * Being Imaginative - Using Your Imagination: is about having new ideas! When using our imagination, we can make things that are fun, new and interesting. We can also show emotions (feelings) and copy movements (e.g. a cat, a box) In PE, our imagination can help us to create interesting dances, think up new games and sports, and find new ways to exercise. * Being Imaginative - Dancing and Moving: When we dance, we use our bodies to move to the sound of music. We can move some parts of our bodies to create sounds along to the beat, for example stamping our feet and clapping our hands. We can repeat some movements in a pattern, in order to create dance sequences. We can also dance to show emotions and copy movements. |

**Moving and Handling**

* + In PE, we learn to move in lots of different ways (see the movements at the bottom of the page). We can move over, under, around and through things. When climbing up stairs, steps or climbing equipment, we need to alternate feet (change which foot leads) When moving down stairs, steps or climbing equipment, we can still put two feet on a step.
  + Sports Equipment: The things that we play sports with. Different equipment is used for different sports. You should learn which sport the equipment is for, and what is used for. You should be beginning to learn how to use each piece of equipment properly. Football, Tennis Ball, Basketball, Hockey Stick, Tennis Racquet, Golf Club, Hula Hoop, Whistle, Skipping Rope, Bean Bag, Net, Posts, Flags.
  + When we are running, we an change speed (how fast we run) and direction (where we want to run to). This helps us to stay in space and to make sure that we don’t crash! When we are jumping, we should bend our knees for extra height. We should land on both feet, and bend our knees to cushion the fall.

**Healthy Living – Health and Self-Care**

* + It is important to stay healthy so that we feel good and we can live long and happy lives.
  + One way to stay fit and healthy is to eat healthy foods, For example fruit (apples, grapes, strawberries) and Vegetables (carrots, lettuce, sweetcorn etc.)
  + Another way to stay fit and healthy is to exercise, e.g. Running, playing sports, cycling or swimming. It is also important to make sure that we are hygienic.
  + Safety is about protecting ourselves from danger or harm. It is important that we always think about the risks of the things we do. We should take action to make the risks smaller, if we can. We should avoid things if they are too risky.
  + In PE, we learn to move in lots of different ways (see the movements at the bottom of the page). We can move over, under, around and through things. When climbing up stairs, steps or climbing equipment, we need to alternate feet (change which foot leads) When moving down stairs, steps or climbing equipment, we can still put two feet on a step.