

# Knowledge Organiser

## EYFS Spring 2 - Air, Land and Sea

How do people travel?



Have people always travelled by car?



How do people travel through the air?



Why are lifeboats important?



Are all watercraft the same?



How do the Fire Service help us?



### Key vocabulary

transport - a way of travelling from one place to another

distance – how far one thing is from another

inventor – someone who makes something new

steam – comes from heated water

hang glider – a flying machine with wings but no engine

helicopter – a flying machine with rotary blades

float - stay on top of the water

passengers - people who are being carried by a boat or vehicle

rescue - to save somebody who is in trouble

launch - to set a boat in motion by pushing it into the water

extinguish– to put out a fire

protective - keeps you safe

# Recapping on learning

## Observation checkpoints to guide parents, carers and practitioners

### Personal, Social and Emotional Development

#### Self-Regulation

Do they show good levels of self-esteem – seeing themselves as valuable when contributing experiences about travel and ideas on transport to class or group conversations?

#### Managing Self

Are they using sentences to express themselves and to consider emotions of others, showing interest in others ideas and experiences?

#### Build Relationships

Are they able to build relationships with peers through positivity and with respect? Can they share their play and include others within it?

### Communication and Language

#### Listening and Attention

Show they know that listening is important by giving eye contact during teacher talk, staying focused and responding to what they have listened to about travel appropriately – eg repeat back info or ideas around transport or explain an occasion similar linked to their own experiences

#### Understanding

Can the child start to answer simple questions abased around why? Why do people travel? Why do people travel in cars more than boats? Why do fire engines need an alarm?

#### Speaking

Articulate their ideas and thoughts in well-formed sentences. Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like fire engines because they drive fast to help rescue people in an emergency". Is the child using the future and past tense: "I am going to travel to see my aunty at the weekend" and "I went to Scotland on a train last year"?

### 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 – link these moves to transport and travel (like a horse, train, boat, car) to encourage speed and confidence

Can children develop more fluent moves, with developing control and grace? Can they use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### Fine Motor Skills

Can the children use pencil crayons, paint brushes, scissors, to make and draw transport pictures with their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

### Health and Care

Have they further developed the skills they need to manage the school day successfully: lining up and queuing, mealtimes, hygiene, dressing, selecting suitable tools for purposes.

#### Reading

Can ch. read simple phrases, and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words? Can they read decodable sentences related to transport and travel?

#### Writing

Using T4W, transport, travel and other pictures and objects as a stimulus, can they compose simple sentences like "The cat is in a red car, the train is under the hill" drawing from phonetic knowledge?

Can they Form lower-case and capital letters correctly? Is there an effective pen grip and correct letter direction?

### **Mathematics**

Can the children count sets from counting equipment and start to subitise the smaller parts of the set like 3, 4, 5?

Can they sort numbers confidently into 5 and 10 frame? Can they link numerals to amounts counted?

Can the children count beyond 10? Can they compare starting to use associated vocabulary?

Can they identify one more/less, explore composition of numbers (there are 2 wheels here and 2 wheels here, there are 2 less cars on that road) and start to learn automatically number bonds to 5?

Can they use loose parts and shape toys to build relationships, make patterns and continue them? 2 x red car and 1 blue boat.

Can they use scales, measure jugs and rulers to develop measurement learning?

### **People, Culture and Communities**

Can the children link some transport to work within the community and know what purpose these transports serve? Fire engine, police car, ambulance, bus, train. Can the children talk about what they know about travelling to other countries? Can they explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Can they draw a simple map to represent travel?

#### **Past and present**

Can the children look at photographs of cars, boats, vehicles from the past and compare them to current transportation? Can they notice similarities and differences from their own experiences noting that things occurred before they were born? Can they listen to stories and retellings about journeys from past from adults around them?

#### **The Natural World**

Can the children explain how we look after the natural world from travel and pollution by saving energy? Can they link walking to school, picking up rubbish and turning off lights to helping the world? Can the children explore floating and sinking? Drawing pictures of the natural and manmade objects that they investigate?

### **Expressive Arts and Design**

#### **Creating with materials**

Can the children use materials like paper, boxes, paint, pencils, chalk to create travel and transportation pics? Can they observe and draw a wheel or bike? A car model or sailing boat? Can they represent the fields, roads or water so that they are recognisable?




#### **Being imaginative and expressive**

Can the children remember and learn new songs and pitch match a simple song like wheels on the bus? Can they make their voices go up and down with the melody and add instruments to their singing?

Can they use role play, props and extend imaginary play with a small group?

Key Vocabulary	Definition
<b>Dodge</b>	To change direction quickly, often used to lose a defender or avoid being caught.
<b>Safe space</b>	Space away from other people and objects.
<b>Travelling action</b>	Run, hop, jump, side-step, skip, gallop etc.

Skill Development
<p>To move confidently in a range of ways.                      To show good control and coordination in small and large movements.                      To understand and follow rules.</p>

Skills	
<b>Dodge</b>	
<b>Hop</b>	
<b>Jump</b>	

**Knowledge Organiser – PSHE – Healthy Me - EYFS**

Key Vocabulary	
<b>Exercise</b>	A physical activity that improves health and fitness.
<b>Healthy</b>	Strong and well.
<b>Hygiene</b>	Keeping yourself and your surroundings clean.
<b>Diet</b>	The kinds of foods that a person eats.

Key Knowledge
I understand that by being active and exercising it will make me healthy.
I know why it is important to eat a healthy diet.
I know why it is important to keep safe and can explain ways that I can do this.

Reflective questions
Ask me this...
What physical activities do you enjoy most and why?
What does your heart do when you are moving and exercising?

