



FS2 Knowledge Organiser

Spring 1 2024: Who can help us?



Week	Book	Writing	Maths	UTW	Food activity	Fresh Air activity	PSED
WC: 01.01.24 1 Weds 4 th Jan Inset (Children back Friday)	Non-fiction books people who help us Vocabulary: Police Ambulance Fire service Crossing patrol Emergency services Community	Phase 4 phonics assessment		Explore people who help us through role play Who can help me? Scenarios <i>Talk about members of their immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW)</i>		Make an emergency vehicle Explore people who help us through role play Who can help me? Scenarios <i>Talk about members of their immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) Create collaboratively, sharing ideas, resources and skills (EAD)</i>	Reminder of rules School rules Class Charter Carpet time rules Right and wrong
WC: 08.01.24 2	Mog and the VET Vocabulary: Vet, patient, x- ray, sore, thorn, pill, paw vaccination, surgery, carrier,	Adult facilitated Write a prescription for Mog <i>Form lower-case and capital letters correctly (Literacy: Writing) Spell words by identifying the sounds and then writing the</i>	Independent White Rose - 5 alive: Step 1: Introduce zero Step 2: Find 0 to 5 Step 3: Subitise 0 to 5 Step 4: Represent 0 to 5 <i>Link the number symbol (numeral) with its cardinal number value. (M: N Rec)</i>	Who can help people/ animals if they are hurt or unwell? Talk about experiences of going to see a doctor or vet. <i>Talk about members of their immediate family and community. (UTW)</i>		Follow footprints to find the animals. What is wrong with them? how can we help? Write them a doctor's note/ prescription.	How can medicines (including vaccinations and immunisations) help people stay healthy? Some people need to take medicines every day to stay healthy. <i>Know and talk about the different factors</i>

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	medicine, microchip, prescription	sound with letter/s <i>(Literacy: Writing)</i>	Explore the composition of numbers to 10. <i>(Number)</i>	Name and describe people who are familiar to them. <i>(UTW)</i> Comment on images of familiar situations in the past. <i>(UTW)</i>		Explore the natural world around them. <i>(UTW)</i> Form lower-case and capital letters correctly <i>(Literacy: Writing)</i>	that support their overall health and wellbeing <i>(PSED)</i>
WC: 15.01.24 3	<p>Visit to the Dentist Topsy and Tim go to the dentist (iplayer)</p> <p>Vocabulary: Dentist, dental practice, teeth, waiting room, clean, check-up surgery, instruments/ tools, braces, fillings, notes</p>	<p>Independent Appointment sheets Oral hygiene leaflet How to look after your teeth</p> <p><i>Form lower-case and capital letters correctly (Literacy: Writing)</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s (Literacy: Writing)</i></p>	<p>Adult facilitated White Rose - 5 alive: Step 5: 1 more Step 6: 1 less Step 7: Composition Step 8: Conceptual subitising to 5</p> <p>Roll the dice and count the teeth. Who has more? Who has fewer?</p> <p><i>Understand the 'one more than/one less than' relationship between consecutive numbers. (M: N Rec)</i> <i>Explore the composition of numbers to 10. (M: N Rec)</i> <i>Subitise (M: N Rec)</i></p>	<p>Tuff tray teeth cleaning activities Exploring oral hygiene Why do we need to keep our teeth clean? Song - clean your teeth What foods are good/bad for your teeth? Talk about experiences of going to the dentist.</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing including toothbrushing. (PSED)</i> <i>Talk about members of their immediate family and community. (UTW)</i> <i>Name and describe people who are familiar to them. (UTW)</i></p>	<p>Foods that are healthy Fruit kebabs</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing including healthy eating. (PSED)</i></p>	<p>Find the tooth fairy, find the teeth on the trail. Write down the letters found on the teeth. Make somewhere for the tooth fairy to keep the teeth.</p> <p><i>Explore the natural world around them. (UTW)</i> <i>Form lower-case and capital letters correctly (Literacy: Writing)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD)</i></p>	<p>What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor) how to look after your teeth. Oral hygiene</p> <p><i>Know and talk about the different factors that support their overall health and wellbeing (PSED)</i></p>

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				<i>Comment on images of familiar situations in the past. (UTW)</i>			
WC: 22.01.24 4	Police Officers on patrol Non-fiction book Police Vocabulary: Police, officer, patrol, station, radio, uniform, badge, mounted patrol, crime responding, situation, crime scene, investigate, evidence, suspect	Adult facilitated Write a crime report <i>Form lower-case and capital letters correctly (Literacy: Writing)</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s (Literacy: Writing)</i>	Independent White Rose - Mass and Capacity	Show interest in different occupations. Who can help us? Missing toys crime scene. Investigate. What evidence can you find? Who do you think the culprit is? Why do you think that? <i>Talk about members of their immediate family and community. (UTW)</i> <i>Name and describe people who are familiar to them. (UTW)</i> <i>Comment on images of familiar situations in the past. (UTW)</i>	Heathy smoothies <i>Know and talk about the different factors that support their overall health and wellbeing including healthy eating. (PSED)</i>	Nature detectives Identify signs of winter. What season is it? How do you know? Identify evidence. Write 'In winter I see...' checklist <i>Understand the effect of changing seasons on the natural world around them. (UTW)</i> <i>Explore the natural world around them. (UTW)</i> <i>Form lower-case and capital letters correctly (Literacy: Writing)</i>	Staying safe Stranger danger Who is a safe stranger? Who can I call in an emergency? <i>Talk about members of their immediate family and community. (UTW)</i> <i>Name and describe people who are familiar to them. (UTW)</i> <i>Know and talk about the different factors that support their overall health and wellbeing including being a safe pedestrian (PSED)</i>
WC: 29.02.24 5	Dog the Fire Dog London's Burning	Independent Label the fire engine. What are the special parts? What are they used for?	Adult facilitated White Rose - Growing 6, 7, 8 Step 1: Find 6, 7 and 8 Step 2: Represent 6, 7 and 8	Show interest in different occupations. Talk about what they see, using a wide vocabulary. Talk about dangers and how to	Rainbow (vegetable) tortillas	Make a fire engine Count equipment Put out the fires- roll the dice spray the initial letter	Scared/ fear Talk about the emotion fear. When might you feel scared?

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	<p><u>Vocabulary:</u> Fire, fire fighter, smoke, alarm, sirens, fire station, fire engine, uniform, hose, nozzle, pole, masks, pump, Burning, fire dog, extinguishers</p>	<p><i>Form lower-case and capital letters correctly (Literacy: Writing)</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s (Literacy: Writing)</i></p>	<p>Step 3: 1 more Step 4: 1 less Step 5: composition of 6, 7 and 8</p>	<p>stay safe. Assessing risk. Who help if we are in a dangerous situation?</p> <p><i>Talk about members of their immediate family and community. (UTW)</i> <i>Name and describe people who are familiar to them. (UTW)</i> <i>Comment on images of familiar situations in the past. (UTW)</i></p>	<ul style="list-style-type: none"> • Tortilla Wraps • Cream Cheese • Cooked and Peeled Beetroot • Carrot • Yellow Pepper • Spinach Leaves  <p><i>Know and talk about the different factors that support their overall health and wellbeing including healthy eating. (PSED)</i></p>	<p>Work together to transport water from the engine to the fire.</p> <p><i>Explore the natural world around them. (UTW)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD)</i></p>	<p>Would they feel scared if they went into hospital? How would you make yourself feel better? How does fire make you feel?</p> <p><i>Identify and moderate their own feelings socially and emotionally (PSED)</i></p>
<p>WC: 05.02.24 6</p> <p>Chinese New Year 10th Feb</p>	<p>Chinese New Year Animal Zodiac Race Story</p> <p><u>Vocabulary:</u> Celebration, tradition, year of the rabbit,</p>	<p>Adult facilitated Story map - retell the story</p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own</i></p>	<p>Independent White Rose - Growing 6, 7, 8 Step 6: Make pairs- odd and even Step 7: Double to 8 (find a double) Step 8: Double to 8 (make a double) Step 9: Combine 2 groups</p>	<p>Chinese food Chinese dragon dance Chinese writing Chinese New Year Animal Zodiac Race Story Why the Chinese celebrate a different new year?</p>	<p>Chinese food</p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways. (UTW)</i></p>	<p>Animal Zodiac Race obstacle course. Find and order the animals. Make a medal for the winner. Lion dance.</p>	<p>Why is hygiene important? How can simple hygiene routines stop germs from being passed on? <i>Manage their own needs. (PSED)</i> • Personal hygiene (PSED)</p>

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	<p>emperor, race, raft, hog. zodiac</p>	<p>words. (Literacy: Reading) Form lower-case and capital letters correctly (Literacy: Writing) Spell words by identifying the sounds and then writing the sound with letter/s (Literacy: Writing)</p>	<p>Step 10: Conceptual subitising</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (UTW) Understand that some places are special to members of their community. (UTW)</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. (UTW)</p>	<p>Explore the natural world around them. (UTW) Create collaboratively, sharing ideas, resources and skills (EAD) Develop the overall body strength, co- ordination, balance and agility (PD)</p>	<p>Know and talk about the different factors that support their overall health and wellbeing (PSED)</p>
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