

## Knowledge Organiser: Reception, Spring 1

Big question: How do people in our community help us?

Subject Specific Vocabulary	Key Knowledge	Book Links
<ul style="list-style-type: none"> <li>- Emergency services</li> <li>- Emergency</li> <li>- Community</li> <li>- Rescue</li> <li>- Support/ assistance</li> </ul> <p>Role specific vocabulary (follow children's interests). Examples:</p> <ul style="list-style-type: none"> <li>- Firefighters (fire engine, helmet, boots, ladder, hosepipe, siren)</li> <li>- Police (police car, police dog, police van, badge, hat, handcuffs, siren)</li> </ul> <p>Famous, brave, determined, difference, unselfish, in the past</p>	<p>There are people in our community that help us - Police, fire stations and hospitals in my local area identify them on maps</p> <p>Be able to talk briefly about what their roles entail</p> <p>There are places that are special to members of our community (eg, hospital, fire station, police station)</p> <p>Begin to understand that many people did things that have helped to make the world a better place</p> <p>Appreciate that many stories are set in a time in the past</p>	<p>Non fiction information books about people who help us</p> <p>'A Superhero Like You' by Dr Ranj</p> <p>'When I Grow Up' by Jon Hales</p> <p>Fireman Sam stories</p> <p>Great Woman Who Changed the World by Kate Pankhurst</p>
Enrichment	Links to Prior or Other Learning	
<p>Creating a large vehicle used by people within the community (eg, ambulance, fire engine etc) - playing cooperatively focus</p> <p>Individual vehicles to be made through junk modeling.</p> <p>Small world toys related to different occupations to be available within provision.</p> <p>Role play outfits and resources related to different occupations available within provision to encourage imaginative play.</p> <p>Superheros link - creating capes</p>	<ul style="list-style-type: none"> <li>• Be able to name a range of occupations eg, a plumber, a farmer, a vet, a police officer, a firefighter, a hairdresser</li> <li>• Police officers drive police cars and firefighters drive a fire engine</li> <li>• Listen and talk about non-fiction</li> </ul> <p><b>Next Stage links with EAD:</b></p> <p>Processes – creates simple designs for a product, use picture/words to describe what he/she wants to do, select from a range of tools and equipment to perform practical tasks, use a range of simple tools to cut, join and combine materials, explore how structures can be made stronger, stiffer and more stable, uses wheels and axles</p>	

