



Reception

Knowledge Organiser

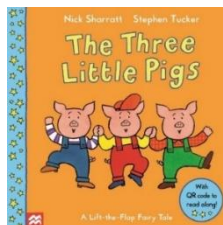
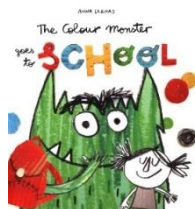
I am Special, I am Me! - Block B - Autumn One

Key Learning

Directed Activities

Literacy and Phonics

Key Texts



Key Songs / Rhymes:

Hey Diddle Diddle, I'm a little teapot, Clap your hands and wiggle your fingers, If you're happy and you know it, A Great Big Cuddle – Rosen (I am angry)

Happy

Sad

Angry

Scared

Calm

Loved

School

Children in Reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Recognise, build and write words with the following sounds:

Securing The Basics 2		Tricky Words
CVC		
Group 1	s a t p	N/A
Group 2	i n m d	I is
Group 3	g o c k	the to

Children in Reception will be learning to:

- I am beginning to show accuracy and care when drawing.
- I can write my name.
- I can participate in group and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.
- I am beginning to express my ideas and feelings, using full sentences.
- I can retell parts of a story, once I have developed a deep familiarity with the text.
- I can use a comfortable pencil grip.
- I can use some of my print and letter knowledge in my early writing.
- I can recognise initial sounds.
- I can build CVC words.

Reception will begin to learn the sounds from Basics 2. They will take part in daily Phonics lessons and activities.

Reception have daily name writing practice and will take part in daily fine motor activities such as dough disco.

Our key text this half term is The Colour Monster, the children's English learning will be centred around this book. Initially the children will be completing activities all about themselves- self-portraits, name writing, an all about me, drawing pictures of their families and writing their families' names. The children are focusing on using a tripod pencil grip and drawing with accuracy and care. Reception will also be encouraged to recognise any initial sounds, in order to label their drawings. Once the children become familiar with The Colour Monster, they will complete guided activities around the book. The children will recognise the different feelings and draw the different Colour Monsters, labelling the initial sounds of the feelings. We will take part in carpet sessions to discuss the different feelings and which things make us feel sad, happy, angry etc. The children will draw things which make them happy, sad and angry and label the initial sounds. We will then move to read The Colour Monster Goes to School. The children will be asked blank level questions about different pages in the book. Once the children are familiar with the text they will retell parts of the story, drawing different things the Colour Monster did at school, labelling initial sounds and writing CVC words using known sounds.

Maths

Number

Counting

Subitising

Quantity

Group

More

Fewer

Children in Reception will be learning to:

- To recognise small quantities without counting (subitising).
- To match quantities to numerals.
- To represent numbers using objects, pictures and fingers.
- To count objects accurately using one-to-one correspondence.
- To understand that the final number counted tells us how many objects there are altogether.
- To count sounds, actions and objects.
- To explore how numbers can be made up of smaller parts.

This half term, children will develop a strong foundation in early number through practical activities, games, stories and discussion. They will begin by developing their subitising skills, learning to recognise small groups of objects without counting, and will use this knowledge to represent numbers in different ways using objects, pictures and their fingers. Children will explore counting carefully, understanding that the final number counted tells us how many objects there are altogether. As their confidence grows, they will investigate how numbers can be made up of

Same	• To investigate the composition of numbers to 4. • To identify and describe groups within larger quantities. • To compare sets of objects and identify which has more or fewer. • To recognise, name and describe common 2D shapes. • To identify and talk about the properties of shapes, including sides and corners. • To sort and compare shapes in different ways. • To recognise, copy, continue and create simple repeating patterns. • To use mathematical vocabulary to explain their thinking.	smaller parts, discovering different ways to compose and decompose numbers to 4. Alongside their number work, children will compare quantities using the language of more and fewer, explore and describe the properties of 2D shapes, and identify, continue and create simple repeating patterns. Through these activities, children will develop mathematical reasoning skills, learn to explain their thinking and build confidence when talking about mathematics.
Shape names		

Understanding the World

Field	Children in Reception will be learning to: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Talk about what they see, using a wide vocabulary. - Draw information from a simple map. - I can name parts of my body. - I recognise the effect of exercise on my body. - Know and talk about the different factors that support their overall health: including oral health (tooth brushing). - Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine.	This half term, the children will become familiar with their new classroom environment and the different areas of continuous provision. They will learn the names of key areas within the classroom and begin to describe where things are located. We will introduce simple maps and explore how maps help us find places. Using a classroom map as a guide, the children will create their own maps. As the term progresses, we will explore the outdoor areas of the school, learning the names and purposes of different spaces. The children will use positional language to describe what they can see and where things are. We will also visit other areas of the school, including classrooms, the office and the hall, taking photographs and discussing their uses. Children will look at an aerial photograph of the school and identify key locations. We will finish by reading <i>Starting School</i> and comparing the school in the story with our own school, discussing similarities and differences. This half term, the children will learn about how to keep their bodies healthy. We will explore different healthy habits, including eating fruit and vegetables, drinking water, staying active, getting enough sleep, caring for our teeth and looking after our wellbeing. The children will discuss ways they can stay healthy both at home and at school and take part in activities that promote healthy lifestyles. Throughout the term, children will have opportunities to practise healthy habits, such as brushing their teeth during Brush Bus, making healthy snack choices and taking part in regular physical activity through PE and outdoor play. We will also learn about the human body, identifying and naming different body parts and learning about their purpose.
School		
Forest		
Church		
Car park		
Cricket field		
Church		
Map		
Route		
Forward		
Backward		
Behind		
Next to		
In front of		
Fruit		
Vegetables		
Healthy		
Exercise		
Teeth		
Gums		
Germ		
Sleep		

Expressive Art and Design

Picasso	Children in Reception will be learning to: - Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. (Across all techniques) - Start to show control when drawing different types of lines e.g. horizontal, vertical and curved. - Colour (own work) neatly following the lines. - Talk about colours, patterns, shapes and textures in what they see, touch, and feel. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Start to explore collage.	This half term, Acorn Class will be exploring the work of the artist Pablo Picasso and creating a range of portraits. We will learn that Picasso was a famous artist who painted portraits in different ways throughout his life. Some of his portraits looked realistic, while others were abstract, with facial features placed in unusual positions. We will begin by creating self-portraits, using mirrors to carefully observe and draw our facial features in the correct places, inspired by Picasso's early work such as <i>Child Holding a Dove</i>. We will then draw a friend or family member, comparing how their features are similar to and different from our own. As the term progresses, we will explore Picasso's abstract style. Children will create a Picasso-inspired collage by cutting and arranging facial features in unexpected ways before designing their own abstract portrait. We will experiment with a range of media and bright colours, developing our cutting, drawing and colouring skills while expressing our creativity.
Portrait		
Drawing		
Lines		
Patterns		
Collage		

Prime Areas

The Prime Areas underpin all learning in Early Years and are covered consistently.

The following are the particular focus for this half term, but others from the, 'Class Steps in Learning' will also be covered naturally.

Communication and Language	Physical Development	Personal, Social & Emotional Development
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Negotiate space and obstacles safely, with consideration for themselves and others.
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity.	Demonstrate strength, balance and coordination when playing.
Express their ideas and feelings about their experiences using full sentences.	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Form positive attachments to adults and friendships with peers.	Use a range of small tools, including scissors, paint brushes and cutlery.
		Begin to show accuracy and care when drawing.