

Knowledge Organiser

Reception - Spring 2





Reception - Literacy

Outcome: Fiction – Journey story

3- and 4-year-olds outcome: To plan a birthday party and write invitations/ birthday cards

Children in reception outcome: To retell/rewrite the story

Developing a rich and varied vocabulary is a key skill which supports all areas of learning.

Vocabulary to explore within this unit:

The Journey Home
by Emma Levey



Developing Vocabulary	
elements	hatched
abandoned	hatchling
chaotic/chaos	coop
embark	sea
enormous	rooftop
guided	chimney
shudder	gutter
treacherous	city
teetered	mountain
blustery	cave

		🔑 Pathways to Write keys
		↔ Mastery keys
		Gateway keys (non-negotiables/basic skills)
3-and 4-year-olds		<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write some or all of their name
		<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. Write some or all of their name
Children in reception		<ul style="list-style-type: none"> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense.
		<ul style="list-style-type: none"> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense.



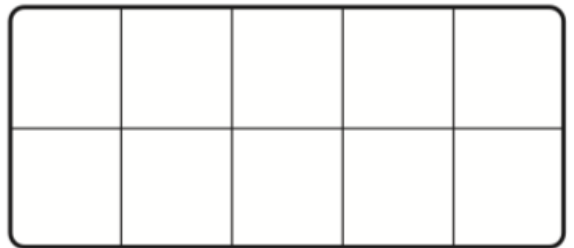
Unit II

Number bonds to 10

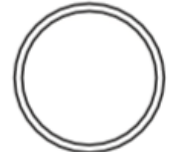
Reception - Maths

STRUCTURES AND REPRESENTATIONS

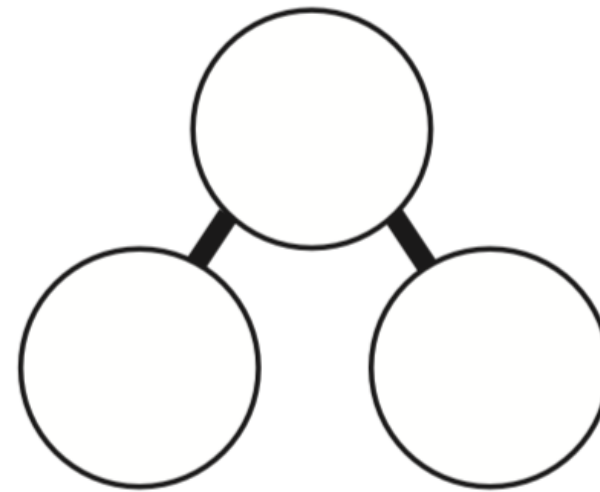
Ten frame: Ten frames help children to visualise bonds to 10.



Counters: Counters can be placed in the ten frame or lined up in a row. Use two different colours for each part of the bond.



Part-whole model: Part-whole models offer an alternative way of visualising bonds to 10, understanding that pairs of numbers combine to make a total of 10.



Bead string: Bead strings are a great way of introducing patterns and missing numbers and helping children be systematic in their approach. They can represent numbers and split numbers into parts, and show the effect of adding two numbers together.



Early Learning Goals

This unit supports the following ELG:

→ **Number ELG:**

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall number bonds up to 5 and some number bonds to 10, including double facts

KEY LANGUAGE

There is some key language that children will need to know as part of the learning in this unit:

- group, count, counters, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- how many altogether, how many more, how many fewer, more than, fewer than, less than, each
- ten frame, part-whole model, whole, part, bead string
- missing number, one more, one less, add, number bond to 10

Learning focus

This week, children will explore number bonds to 10 using a variety of representations. Children will progress from seeing concrete representations to pictorial representations (counters), finally using counters on a ten frame to show all number bonds to 10. They will answer 'how many altogether' and 'how many more' questions.



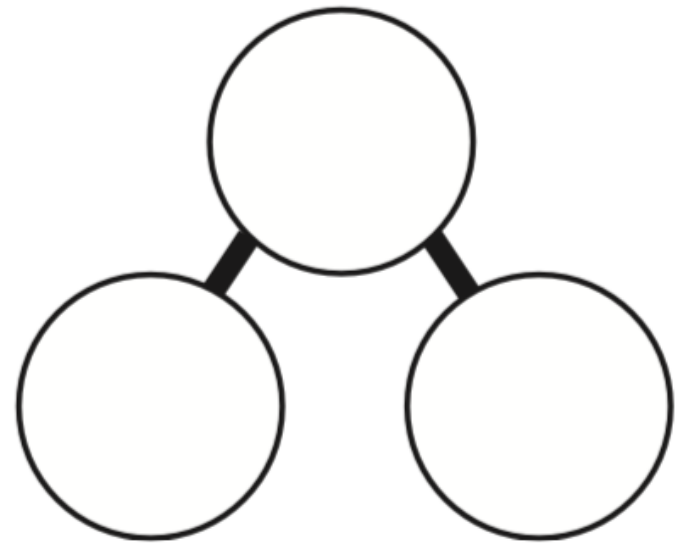
Unit 12

Subtraction

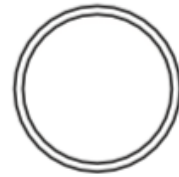
Reception - Maths

STRUCTURES AND REPRESENTATIONS

Part-whole model: Part-whole models allow children to see the breaking apart of a whole aspect of the subtraction number bonds. Children can physically move/take away counters from the whole and easily see the missing part.



Counters: Counters can be placed in the part-whole model and physically moved into parts. Small groups of counters can help children develop their subitising.



KEY LANGUAGE

There is some key language that children will need to know as part of the learning in this unit:

- | | | | |
|--------------|-------------|------------|---------------|
| → altogether | → take away | → how many | → number bond |
| → whole | → part | → total | → recombine |
| → leave | → group | → subtract | → add |
| → left | → count | → break | → make |

Early Learning Goals

This unit supports the following ELGs:

→ Number ELG

Have a deep understanding of number to 10, including the composition of each number

Subitise (recognise quantities without counting) up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Learning focus

This week, children will continue exploring subtraction, now looking specifically at the number bonds to 10. These are shown using counters and the part-whole model, which have both been used before. Children begin to work with subtraction number bonds, following the 'missing part' structure.



Unit 13

Exploring patterns

Reception - Maths

Early Learning Goals

There is no specific Early Learning Goal relating to patterns. This unit supports the following Development Matters statement:

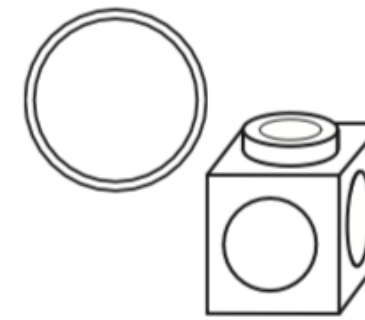
→ **Mathematics DM statement:**

Continue, copy and create repeating patterns.

STRUCTURES AND REPRESENTATIONS

2D and 3D shapes: It is important that children have a range of 2D and 3D shapes to manipulate and with which to make patterns.

Counters and multilink cubes: Sets of different coloured counters or multilink cubes can easily and effectively be used for making repeating patterns.



Learning focus

This week, children will focus on recognising, continuing and building simple patterns. Children will have the opportunity to learn about AB patterns specifically. They will be encouraged to discover that patterns can be created using various shapes, colours, sizes, actions and sounds.

KEY LANGUAGE

There is some key language that children will need to know as part of the learning in this unit.

→ next, continue

→ **repeat/repeats**, unit of repeat, core

→ cube, **round**

→ **pattern**/patterns

→ complex, size, shape, colour, action, elements

→ bigger, smaller, same, different, tall, short, stripes, squares



How do we celebrate our birthday?

In History, we will be talking about celebrations that we enjoy with our family at home. This will include talking about our birthday celebrations and how this might differ depending on your age or interests.



Based around key text
- The Journey Home

Reception - Understanding the World

Where does your journey home take you?

In Geography, the children will be learning more about Leek and looking at where they children live and what they might see on their journey home. We will be creating maps using different resources.



How does Spring change the world around us?

In Science, the children will be observing and exploring the natural world around them, making observations and drawing of what they can see as Spring is starting. We will also be learning about life cycles of different animals, including chicks, frogs and more.



Key Vocabulary

History

Geography

season - Spring

Life cycle

Easter

Leek

compare

map





Reception- PSHE - Healthy Me

Jigsaw Jenie's Journey

Healthy Me

clean

safe

healthy

How can I make a healthy choice?

wash

exercise

sleep

challenge

adult



heart

active

trust

scared

I will learn about...

- Exercise and why it is good for us 
- Movement and rest 
- Healthy and not so healthy foods
- Why sleep is good for our health
- The importance of hand washing
- Who my safe adults are
- How to stay safe



What can you see?





Transport

Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.



Reception - Music

Key vocabulary

- ✓ car
- ✓ boat
- ✓ train
- ✓ fast
- ✓ slow
- ✓ speed
- ✓ cruise
- ✓ rowing
- ✓ water
- ✓ beat
- ✓ stopping
- ✓ symbols
- ✓ journey
- ✓ score
- ✓ slower
- ✓ faster



Lesson 1: Exploring different types of transport

Exploring the sounds of different types of vehicles.



Lesson 4: Cars

Interpreting symbols to reflect a car's journey.



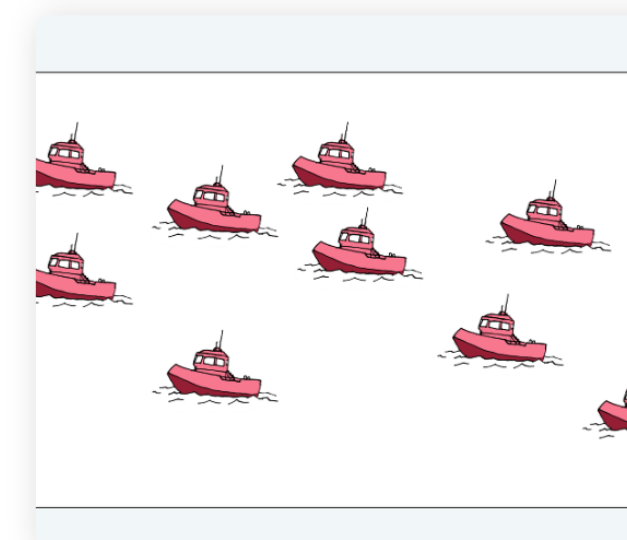
Lesson 2: Trains

Exploring and mimicking the sounds of a train.



Lesson 5: Transport journey

Demonstrating simple rhythms on an instrument.



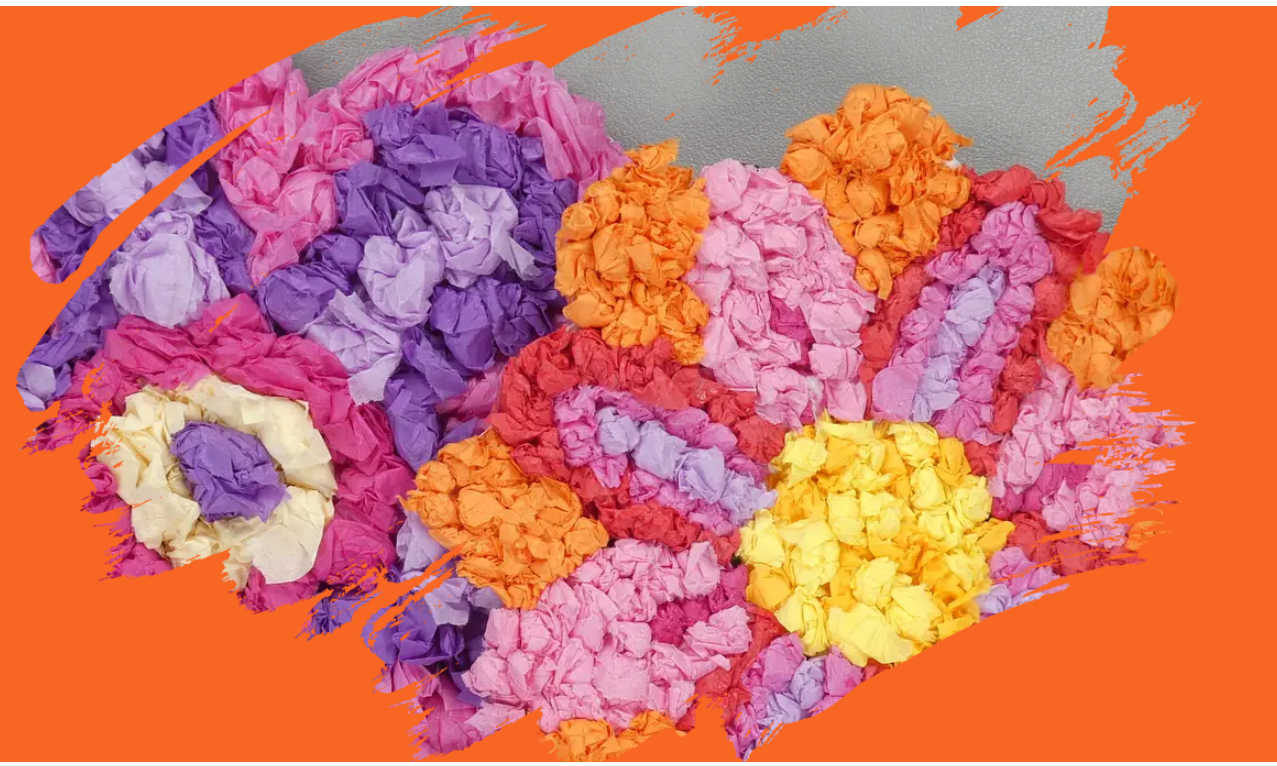
Lesson 3: Boats

Exploring sounds heard on and around boats.



Craft and design: Let's get crafty

Developing cutting, threading, joining and folding skills through fun, creative craft projects.



Reception- Art

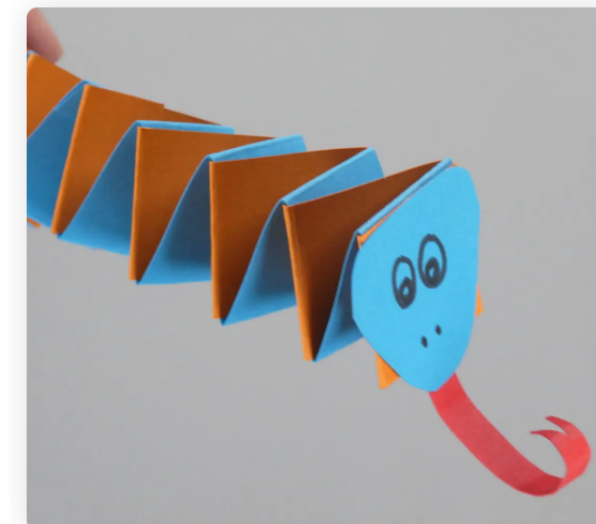
Key vocabulary

- ✓ blade
- ✓ handle
- ✓ scissors
- ✓ snip
- ✓ create
- ✓ design
- ✓ straight
- ✓ wave
- ✓ zig zag
- ✓ plan
- ✓ template



Lesson 1: Cutting skills

Developing confidence with scissor skills; exploring the differences when cutting a range of materials.



Lesson 4: Paper snakes

Learning to fold, cut and curl paper to make colourful paper snakes.



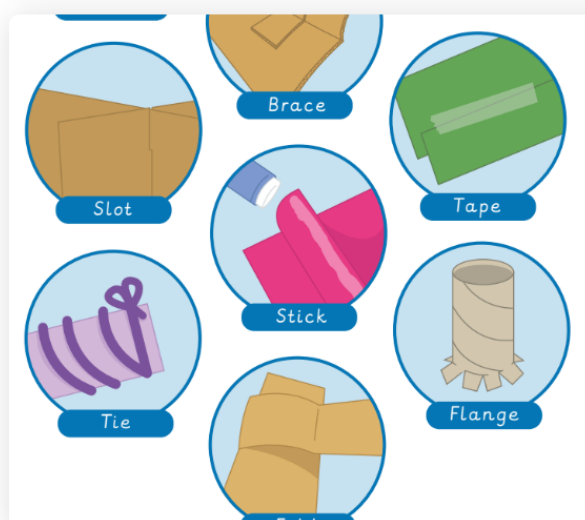
Lesson 2: Threading skills

Building small motor skills when threading a range of materials in different ways.



Lesson 5: Flower designs

Refining drawing and colouring skills to create a design for a tissue paper flower.



Lesson 3: Joining materials

Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use.



Lesson 6: Tissue paper flowers

Using flower designs from the previous lesson to create colourful tissue paper flowers.

- ✓ down
- ✓ over
- ✓ pattern
- ✓ pinch
- ✓ pull
- ✓ push
- ✓ thread
- ✓ through
- ✓ under
- ✓ up



Knowledge Organiser

Dance Unit 2

Nursery/Reception

Reception- PE - Dance

About this Unit

In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.



At the Seaside



At the Fireworks



At the Farm

Communication and Language

Key Vocabulary

actions	fast	quickly
beat	finish position	shape
counts	high	slowly
direction	low	start position
		travel



If you enjoy this unit why not see if there is a dance club in your local area.



Physical Development



Children will be taught to:

- Be bare foot for dance.
- Move around safely and with control.
- Have an awareness of others in the teaching space.

This unit will help children to:

- balance
- move different body parts at the same time
- be more flexible
- move for longer

Physical Skills

- actions
- dynamics
- space



Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Musical Statues



What you need: some music, someone to stop and start the music

How to Play:

- When the music starts players start dancing. Dance however you like - hop, skip, twirl, or anything else that makes you happy! Let the music inspire your moves.
- When the music everyone must freeze like a statue until the music starts again.
- Keep dancing and freezing whenever the music stops.

Playing with others? Every time someone moves when the music stops, they become the helper to stop the music next time. Who can be the last one dancing?



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Reception - Computational Thinking - Spring Time

The Computational Thinkers

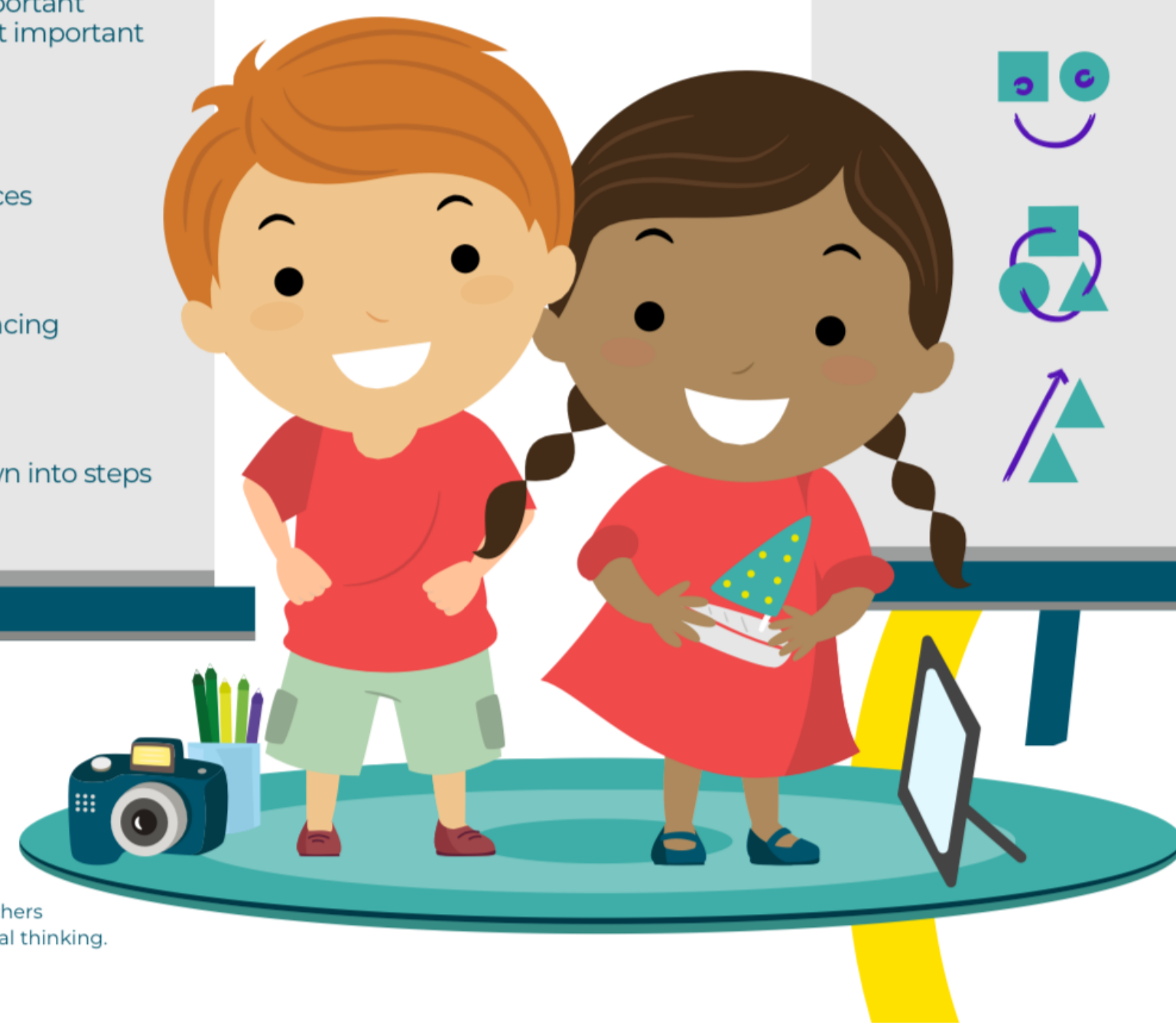
Early Years

Concepts

- Logical Reasoning**
anticipating and explaining
- Abstraction**
working out what is important and ignoring what is not important
- Pattern**
comparing, spotting similarities and differences
- Algorithms**
instructions and sequencing
- Decomposition**
breaking problems down into steps

Approaches

- Tinkering**
playing and exploring
- Creating**
making things, checking things and fixing things
- Collaboration**
playing and working cooperatively
- Persevering**
not giving up



We're all computational thinkers here!

When you think about it, whether we're parents, pupils or teachers - we're all natural computer scientists, capable of computational thinking.
barefootcomputing.org



Key Vocabulary

decomposition

creating

tinkering

persevering

algorithm

collaborating



Reception-RE - What is Easter?



EYFS	Religion	Vocabulary	Meaning
Easter What is Easter?	Christianity	Jesus	The central figure of Christian devotion. The second person of the Trinity.
		Palm Sunday	The Sunday before Easter: it commemorates Jesus' triumphal entry into Jerusalem.
		The Last Supper	The Passover meal that Jesus shared with his 12 disciples, commemorated on the Thursday before Easter. This meal is commemorated in Communion or Eucharist.
		Cross	The shape of wood that Jesus was nailed to when he was crucified on Good Friday.
		Tomb	The cave where Jesus was laid after his crucifixion - dug out of the ground with a stone rolled in front of it.

Key Vocabulary

Jesus

Palm Sunday

cross

tomb