

Knowledge Organiser

Reception - Spring 1





Reception - Literacy

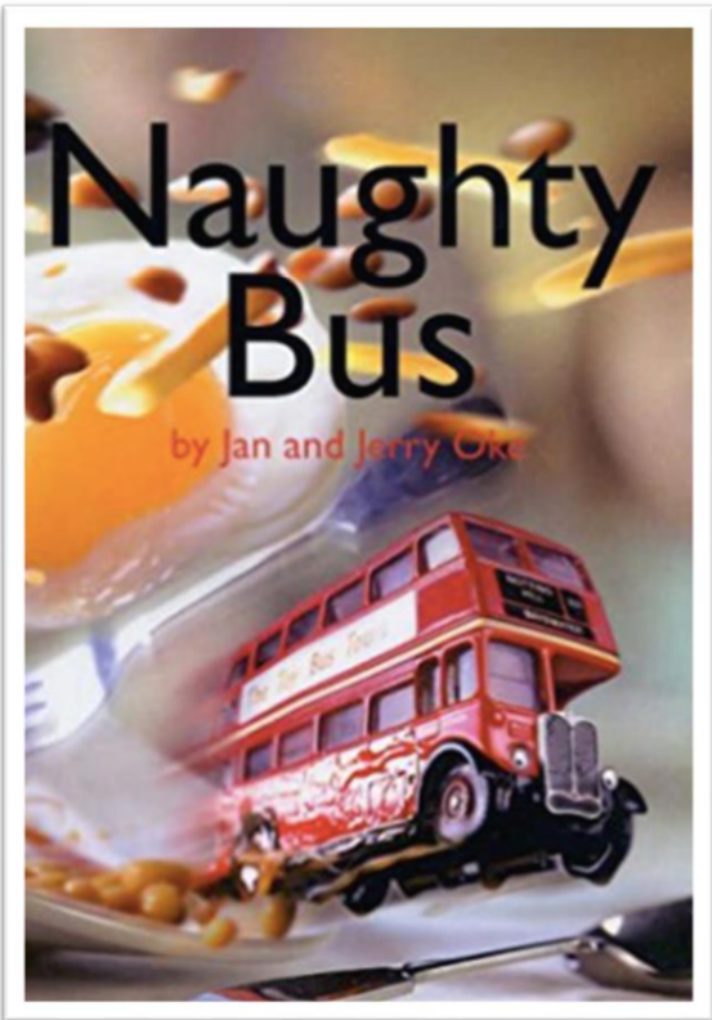
Outcome: Recount

3- and 4-year-olds outcome: To draw/make a bus and be able to talk about where the Naughty Bus went

Children in reception outcome: To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus

Naughty Bus

by Jan and Jerry Oke



Developing vocabulary

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

Vocabulary to explore within this unit:

Developing Vocabulary	
full	London
important	buildings
mess	traffic
handsome	bus stop
silliest	passengers
lonely	garden
powerful	pond
cosy	reflection
tucked up	hook
tall	winch

		🔑 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 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 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



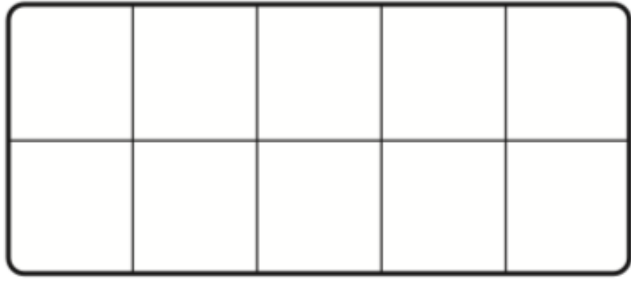
Unit 8

Comparing numbers within 10

Reception - Maths

STRUCTURES AND REPRESENTATIONS

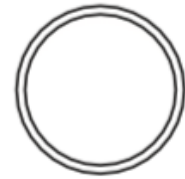
Ten frame: The ten frame helps to give children a sense of 10, and supports their understanding of number bonds to 10. It also plays a key role in helping children to compare two numbers.



Multilink cubes: Multilink cubes provide a physical representation of an amount, which children can use to count and compare.



Counters: Counters are used to represent objects being counted. They can be placed in the ten frame or lined up in a row.



KEY LANGUAGE

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

- more, fewer/fewest
- greater/greatest, smaller/smallest, large/largest, taller/tallest, shorter/shortest
- compare, how many/**how many more**, different/difference

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

→ **Numerical Patterns ELG:**

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Learning focus

This week, children will compare numbers up to 10. They will focus on comparing groups of objects where the objects differ in size.



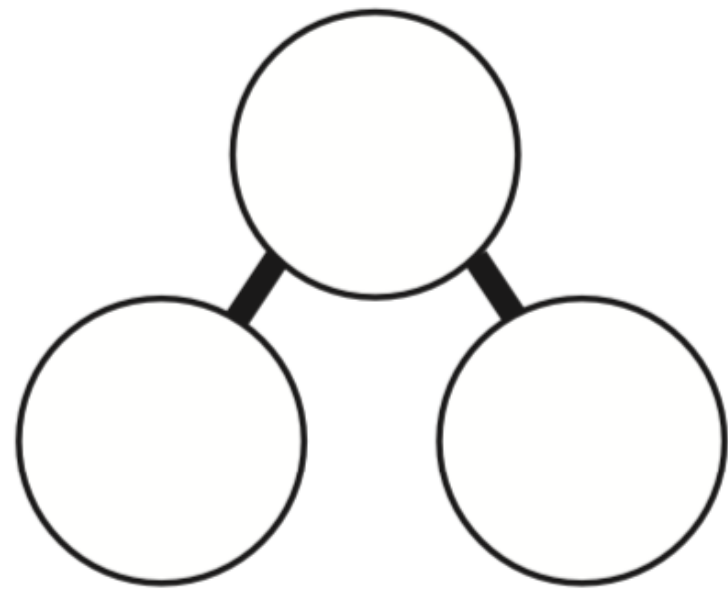
Unit 9

Addition to 10

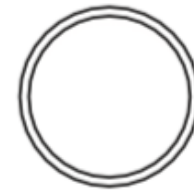
Reception - Maths

STRUCTURES AND REPRESENTATIONS

Part-whole model: This model helps children understand that two or more things combine to make a whole.



Counters: Using sets of differently coloured counters supports children's understanding of basic addition facts; that two or more amounts can be combined to make a whole.



Multilink cubes: Multilink cubes are excellent for demonstrating number and size relationships and to count and compare.



KEY LANGUAGE

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

- count, part, whole,
- **altogether**, how many, total
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- addition, adding together, counting
- more, fewer

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 number bonds up to 5 and some number bonds to 10, including double facts

→ **Numerical Patterns ELG:**

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

Learning focus

This week, children will develop confidence in using the part-whole model, being able to identify the whole and the parts in different orientations and understanding that the combined parts make the whole. The key vocabulary *altogether* is introduced as a term to describe the combined parts.



Unit 10

Measure

Reception - Maths

Early Learning Goals

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

→ **Mathematics DM statement:**

Compare length, weight and capacity.

KEY LANGUAGE

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

- large/larger/largest, bigger, small/smaller
- **longer**/longest, **shorter**/shortest, tall/**taller**/tallest, further/furthest
- heavy/**heavier**/heaviest, light/**lighter**/lightest
- same, different, amount, widest, thinnest
- **length**, width, height, **weight**
- equal, the same, balanced, **balance scale**
- estimate, predict, check, measure, compare, order

Length, height and distance

Learning focus

This week, children will be introduced to length, height and distance. They use the words *longer*, *shorter* and *taller* to compare length. Children will focus on lining up objects to compare them and begin to explore non-standard units of measurement.

Weight

Learning focus

This week, children will be introduced to the concept of weight. They may already have some previous understanding of the meaning of *heavy* and *light* objects. They will begin to compare two items and learn how balance scales show which item is lighter or heavier.



What are our favourite celebrations in school?

In History, we will be learning about the celebration of Chinese New Year. We will look at how this is celebrated and what other celebrations we enjoy in school and how these are similar and different from Chinese New Year.



Based around key text - Naughty Bus

How does Winter change the world around us?
What is a mini beast and where do they live?

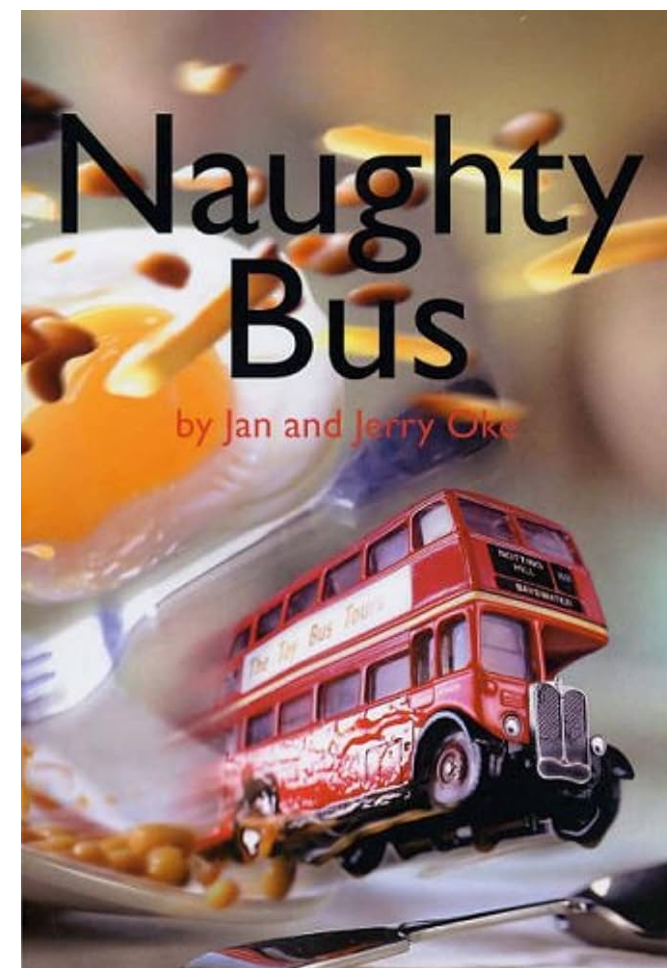
In Science, the children will be observing and exploring the natural world around them, making observations and drawing of what they can see as Winter in full flow. We will also be learning about floating and sinking and exploring different materials.



Reception - Understanding the World

Where would you rather live, London or Leek?

In Geography, the children will be learning more about London and how this compares to Leek. We will learn about the famous landmarks of London including Big Ben, London Bridge as well as the well known red London bus.



Key Vocabulary

History

weather

season - Winter

celebration

Chinese New Year

London

compare

Big Ben

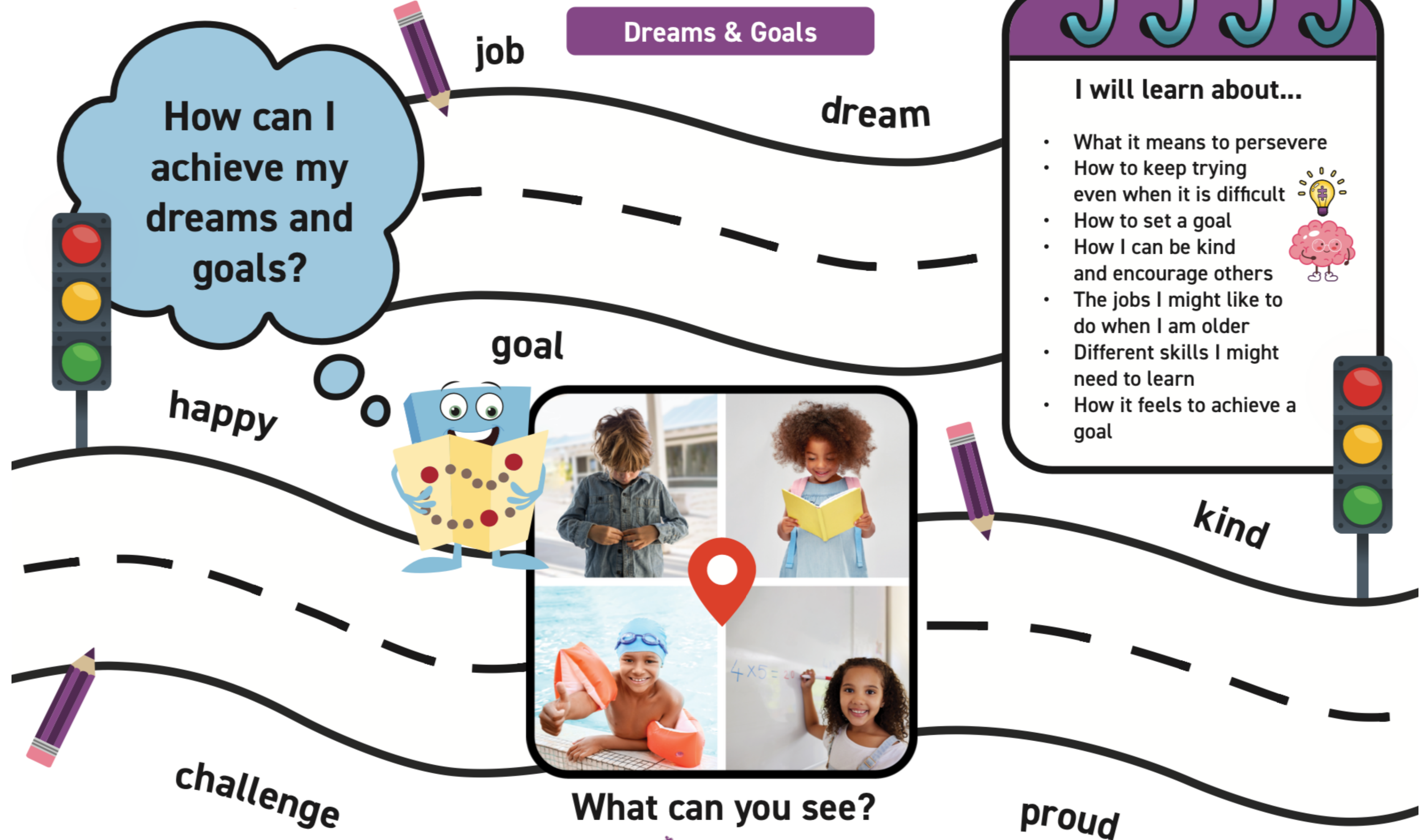




Reception- PSHE - Dreams and Goals

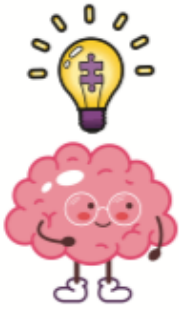
Jigsaw Jenie's Journey

Dreams & Goals



I will learn about...

- What it means to persevere
- How to keep trying even when it is difficult
- How to set a goal
- How I can be kind and encourage others
- The jobs I might like to do when I am older
- Different skills I might need to learn
- How it feels to achieve a goal





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.



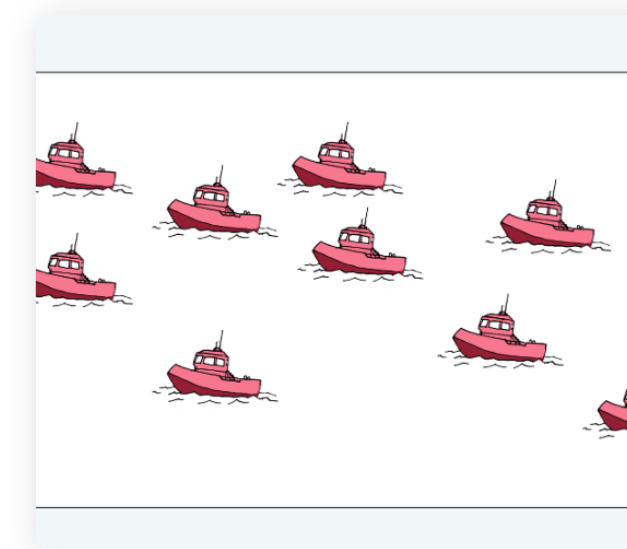
Lesson 2: Trains

Exploring and mimicking the sounds of a train.



Lesson 5: Transport journey

Demonstrating simple rhythms on an instrument.



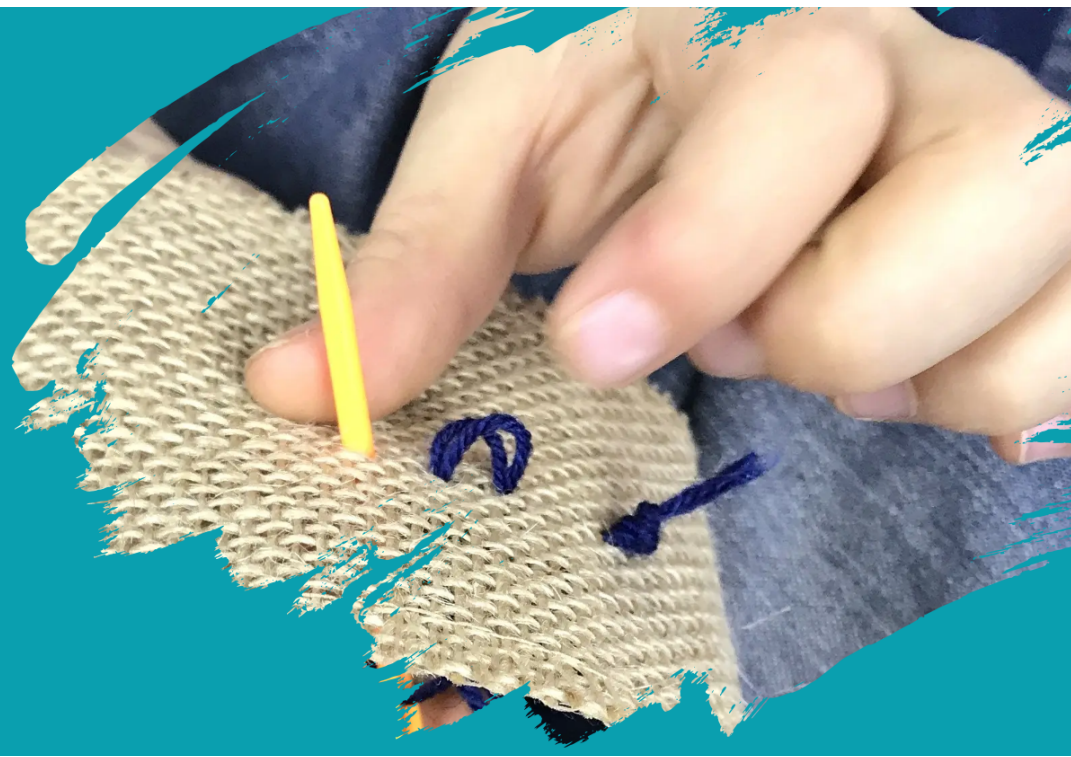
Lesson 3: Boats

Exploring sounds heard on and around boats.



Textiles: Bookmarks

Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.



Reception- D&T

Key vocabulary

Lesson 1: Exploring threading and weaving

Children develop their threading and weaving skills by exploring different materials and objects, such as ribbons through wire racks or wool through ten-frames.

Learning Objective

To develop threading and weaving skills.

Lesson 2: Paper weaving

Building on lesson one, the children continue to explore weaving techniques, using a weaving base and paper strips.

Learning Objective

To practise and apply weaving skills to a specific material e.g. paper.

Lesson 3: Sewing with hessian

The children apply what they learnt in lesson one to develop their threading skills using wool through hessian fabric, and then with a sewing needle and thread.

Learning Objective

To practise and apply threading skills with specific materials e.g. hessian and wool.

Lesson 4: Designing bookmarks

Children learn about the history of the bookmark back in Victorian times and compare them to modern-day styles before developing design ideas for their own.

Learning Objective

To use threading or sewing to design a product (bookmark).

Lesson 5: Creating bookmarks

After developing their own design in lesson four, children begin to plan and sew their bookmark design using hessian fabric and thread.

Learning Objective

To create a textiles product (bookmark) following their own design.

Lesson 6: Evaluating bookmarks

Continuing from lesson five, children complete their bookmarks and then in pairs, reflect and evaluate each other's bookmarks - paper versus fabric designs.

Learning Objective

To reflect with children on how they have achieved their aims.

✓ bookmark

✓ embroider

✓ sew

✓ Victorian

✓ design

✓ push

✓ pull

✓ through

✓ reflect

✓ evaluate

✓ think

✓ front

✓ back

✓ sew

✓ sewing needle

✓ wool

✓ thread

✓ hessian

✓ under

✓ over

✓ pattern



Knowledge Organiser Gymnastics Unit 2 Nursery/Reception



Ladder Knowledge



Shapes:

Children will learn to make different shapes with their body.

Balances:

Children will learn to be still when holding a balance.

Rolls:

Children will learn to change their body shape to help them to roll.

Jumps:

Children will learn that bending their knees will help them to land safely.

Strategy:

Children will learn that counting to five when holding a shape or balance will allow people to see it clearly.

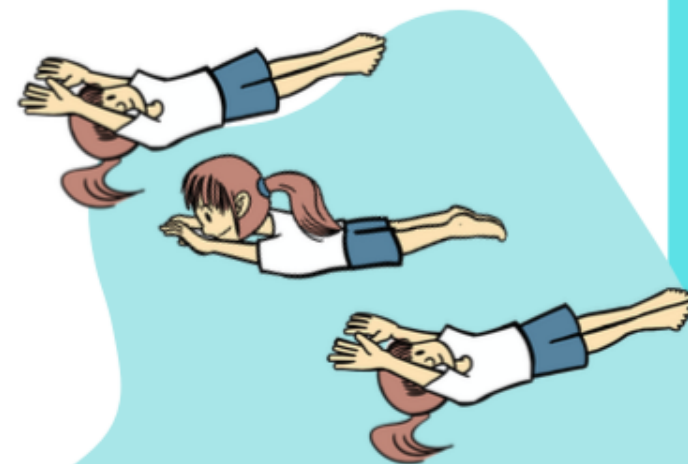
Reception- PE - Gymnastics

About this Unit

Children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.



barrel roll



straight roll

Personal, Social and Emotional

Social
Emotional
Thinking

This unit will develop the following skills:

- work safely, collaboration, share and take turns, support others
- determination, confidence
- comprehension, creativity, select and apply

Physical Development



Children will be taught to:

- Move around safely and with control.
- Have an awareness of others and items in the teaching space.
- Take turns when instructed.
- To store equipment safely when not in use.
- Remove shoes and socks when taking part in gymnastics lessons.
- To use apparatus safely.

Physical Skills

- shapes
- balances
- jumps
- rock and roll
- barrel roll
- straight roll
- progressions of a forward roll
- travelling



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

Home Learning



Book Balance



What you need: your favourite story

How to play:

- Using your favourite story, pick out three characters and create a balance that represents each one e.g.



- Read through your story or ask someone else to!
- Each time the character is mentioned, hold the balance you have created for five seconds.
- Make this harder by holding your balance until the next character is mentioned!

www.getset4education.co.uk

Communication and Language



Key Vocabulary

around	land	still
balance	over	straight
hold	rock	through
jump	roll	travel

If children enjoy this unit why not see if there is a gymnastics club in their area to signpost them to.



This unit will help children to:

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

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



@getset4education136



Reception - Computational Thinking - Winter Warmers

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

Barefoot
Computing at School

Key Vocabulary

decomposition

creating

tinkering

persevering

algorithm

collaborating



Reception-RE - How Do People Celebrate?

EYFS	Religion	Vocabulary	Meaning
Enquiry Theme and Question Celebrations How do people celebrate?	Hinduism	Nowruz Holi Vishnu	Persian New Year. The festival of colours, celebrated in the Spring. A Hindu aspect of God who with Brahma and Shiva forms the Trimurti.

Key Vocabulary

Nowruz

Holi

Vishnu

New Year

