

Knowledge Organiser

Reception - Autumn 2



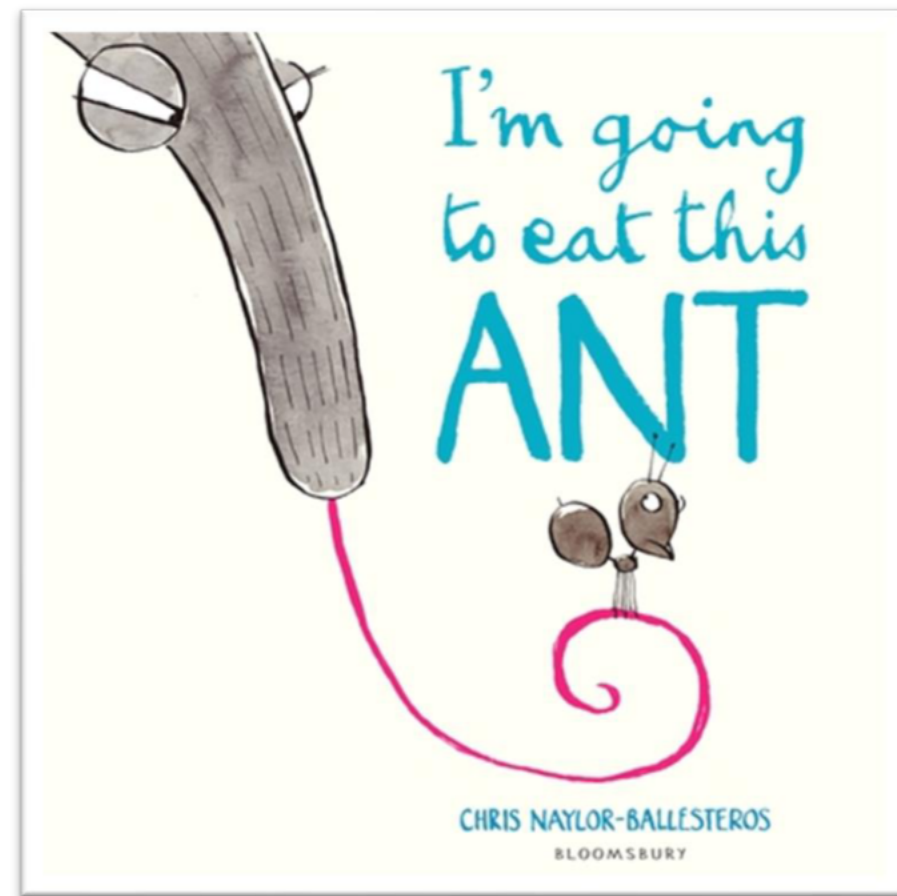


Reception - Literacy



I'm going to eat this ant

by Chris Naylor-Ballesteros



Outcome: Non-Fiction – Labels/Captions

3- and 4-year-olds outcome: To draw their favourite animal and to say /draw some additional information such as what the animals eats

Children in reception outcome: To label a plan and attempt to write a simple caption

Pathways to Write keys		
	Gateway keys (non-negotiables/basic skills)	↔ Mastery keys
3- and 4-year-olds	<ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Enjoy drawing freely Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing
Children in reception	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy Write some or all of their name Write some letters accurately 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense

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

Vocabulary to explore within this unit:

Developing Vocabulary	
wriggling	ant
stinging	anteater
served	tongue
smothered	smoked
splattered	savoury
simmering	seared
scooped	sundried
speared	sautéed
scrumptious	salami
supper	



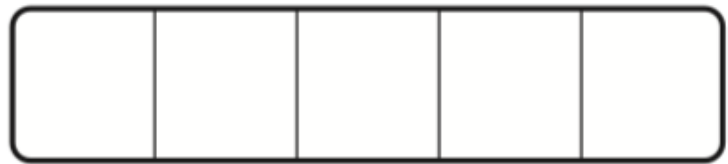
Unit 4

Change within 5

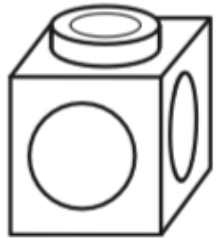
Reception - Maths

STRUCTURES AND REPRESENTATIONS

Five frame: Five frames help to give children a sense of number, and support their understanding of one more and one less.



Multilink cubes: Multilink cubes provide a physical representation of an amount, which children can handle and move as they explore one more and one less.



KEY LANGUAGE

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

- one, two, three, four, five, 1, 2, 3, 4, 5, none, zero
- count, **forwards**, **backwards**, how many
- **first**, **then**, **now**
- **one less**, **one more**, **order**, fewer, take away, add, altogether
- number story, represent, five frame

One more

Learning focus

This week, children will learn about one more within 5. They will use role play and *first, then, now* story structures to explore adding one more. Children will learn to recognise that the next number they count is one more than the previous number.

One less

Learning focus

This week, children will learn about finding one less than a given number within 5 using concrete objects and pictures to help them. They will use role play and *first, then, now* stories to explore one less. Crossing out, not rubbing out, should be used when representing one less pictorially.



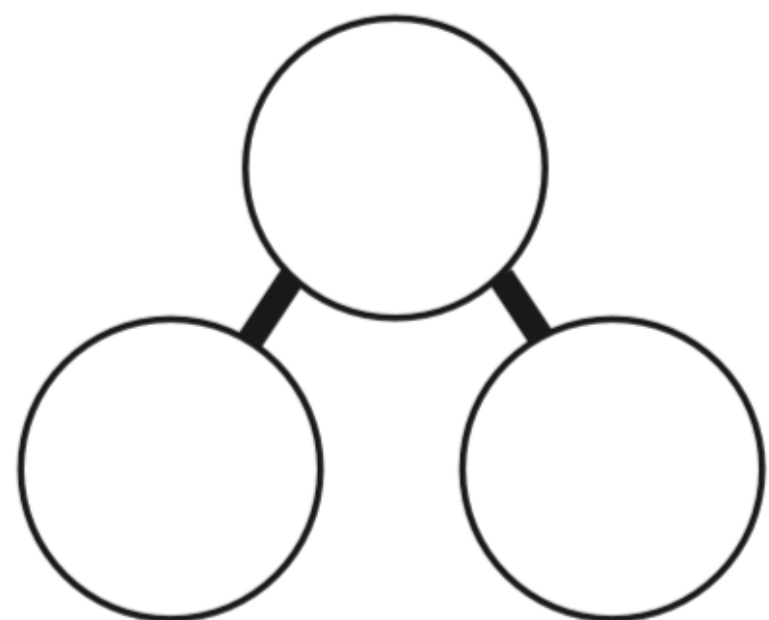
Unit 5

Number bonds within 5

Reception - Maths

STRUCTURES AND REPRESENTATIONS

Part-whole model: This model helps children visualise bonds to 5, understanding that pairs of numbers combine to make a total of 5.



Multilink cubes: Multilink cubes provide a physical representation of an amount, which children can handle and move as they count to support splitting a quantity into two parts.



Learning focus

This week, children will be introduced to the vocabulary of *whole* and *part*, and practise the concept of breaking a whole into parts using a part-whole model.

KEY LANGUAGE

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

- one, two, three, four, five, 1, 2, 3, 4, 5
- group, **parts**, **whole**, part-whole model
- how many, count/counting, more than
- same, different



Unit 6

Space

Reception - Maths

STRUCTURES AND REPRESENTATIONS

2D and 3D shapes: It is important that children have a range of 2D and 3D shapes to manipulate and explore. These should include: cube, cuboid, cylinder, cone, circle, triangle, square, rectangle.

KEY LANGUAGE

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

- **in, on, below, under**, above, in front of, behind, next to
- **up, down, across**, forwards, backwards

Learning focus

This week, children will develop their vocabulary to describe the position of objects. They will look at items from different viewpoints and draw representations of the items they see.

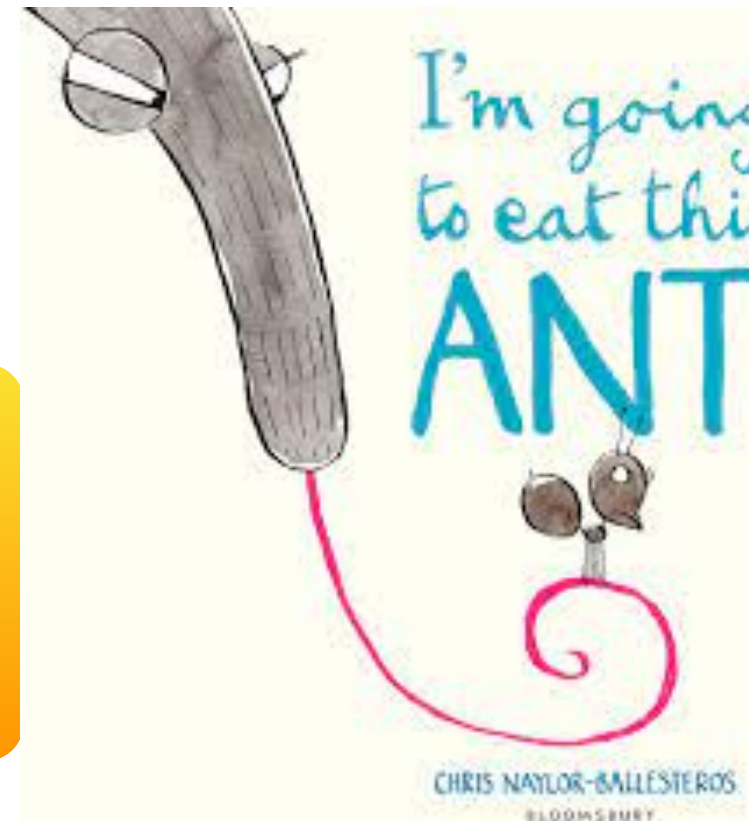


How have I changed since I was a baby?

In History, the children will be able to talk about their family and comment on familiar situations from the past. We will talk about the changes that happen as we grow up, including ourselves and our grown ups.



Based around key text
- I'm Going to Eat This Ant



Reception - Understanding the World

Where do Anteaters come from?

In Geography, the children will be able to recognise new environments which are different from the one in which they live and compare them, drawing on their experience. We will focus on the Anteater and their habitats.



How does Autumn 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 Autumn arrives. We will also be learning about mini beasts, exploring habitats and asking questions.



Key Vocabulary

baby, toddler, child, teenager, adult.

season - Autumn

change

environment

Anteater

grassland

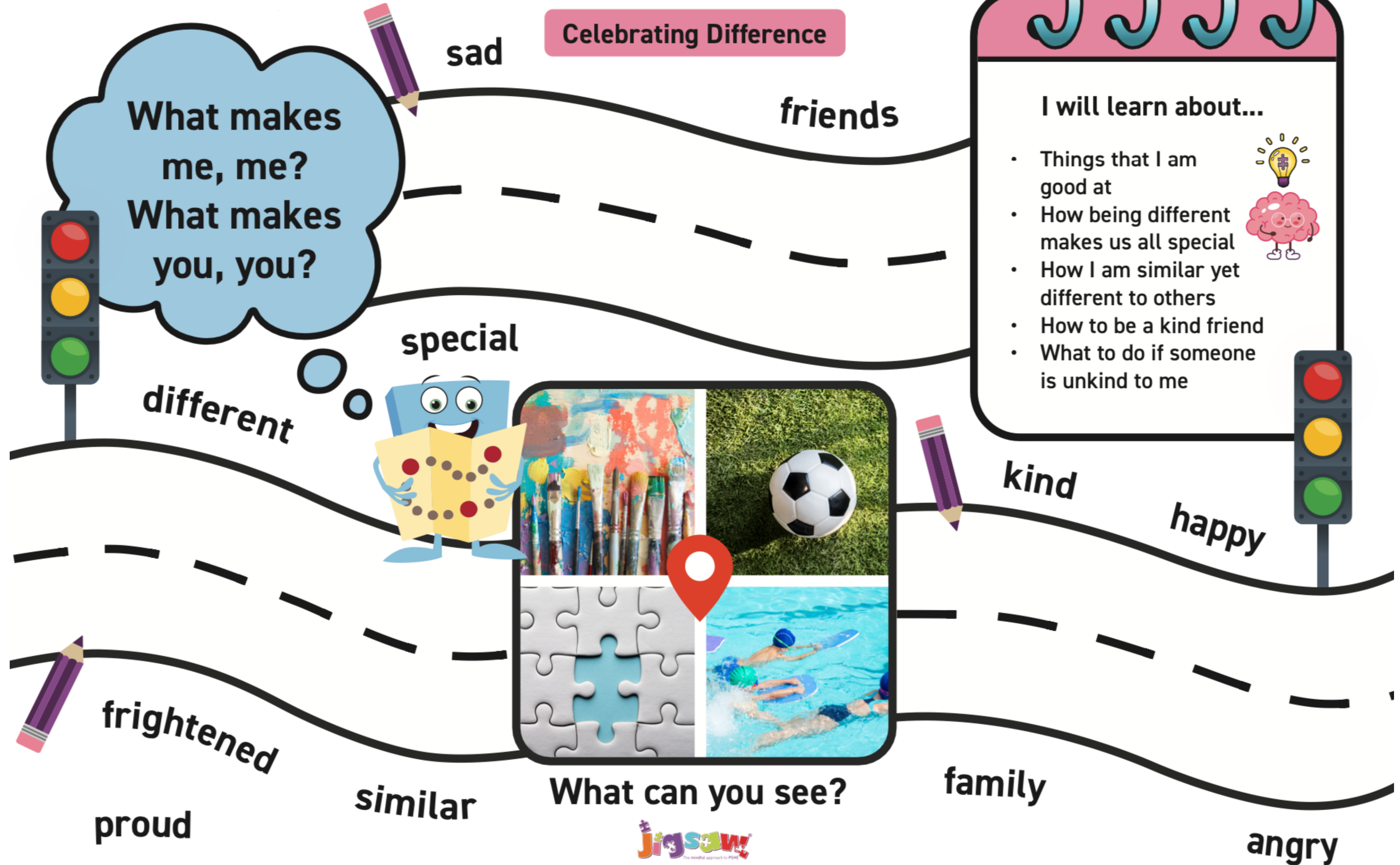
rainforest



Reception- PSHE - Celebrating Differences

Jigsaw Jenie's Journey

Celebrating Difference





Music and movement

Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.



Reception - Music

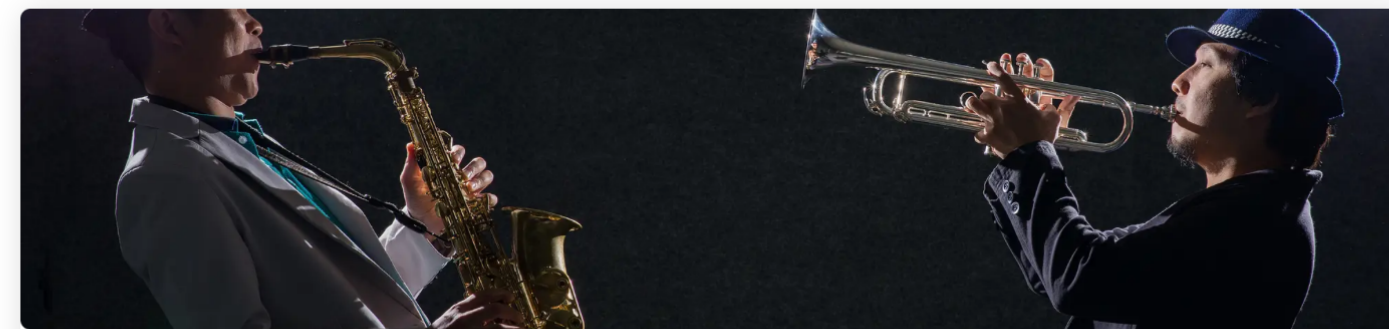
Key vocabulary

- ✓ Actions
- ✓ Action songs
- ✓ Sign language
- ✓ Makaton
- ✓ Deaf
- ✓ Communication
- ✓ Communicating
- ✓ Understand
- ✓ Lyrics
- ✓ Verse



Lesson 1: Action songs

Learning why songs can have actions and some simple Makaton signs to accompany a song



Lesson 4: Exploring tempo and pitch through dance

Children learn to express different pitch and tempo in music through dance



Lesson 2: Finding the beat

Children explore the beat through body movement.



Lesson 5: Music and movement performance

Children perform two movement and movement songs.



Lesson 3: Exploring tempo

Children learn to recognise and react to different tempos in music

- ✓ Beat
- ✓ Music
- ✓ Heartbeat
- ✓ Pulse
- ✓ Steady
- ✓ Repeat
- ✓ Constant
- ✓ Drum

- ✓ Music
- ✓ Piece
- ✓ Composer
- ✓ Tempo
- ✓ Fast
- ✓ Moderate
- ✓ Medium
- ✓ Slow

- ✓ Music
- ✓ Dance
- ✓ Scarf dance
- ✓ Pitch
- ✓ High
- ✓ Low
- ✓ Sound
- ✓ Drum
- ✓ Triangle
- ✓ Bear
- ✓ Monkey
- ✓ Siren
- ✓ Cello
- ✓ Tempo



Painting and mixed media: Paint my world

Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.



Lesson 1: Finger painting

Exploring paint through finger painting, children describe colours and textures and discuss their creations.

Learning Objective

To explore paint through finger painting



Lesson 2: Outdoor painting

Collecting materials and objects from nature to make painting tools; children use these to create abstract and figurative art.

Learning Objective

To create natural paintbrushes using found objects

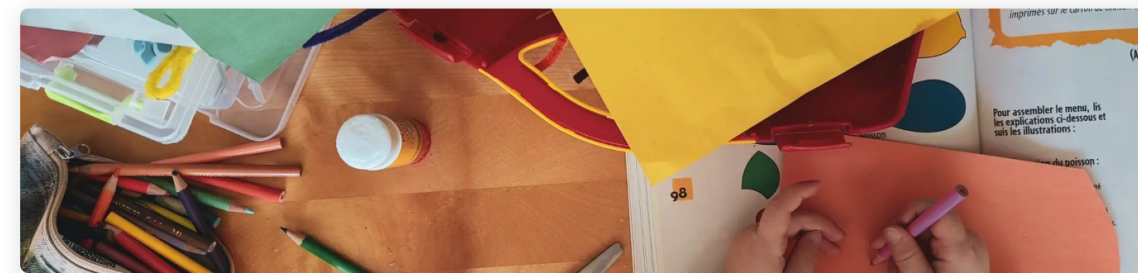


Lesson 3: Painting to music

Using paint to record emotional responses to different pieces of music, creating exciting and expressive paintings.

Learning Objective

To respond to music through the medium of painting

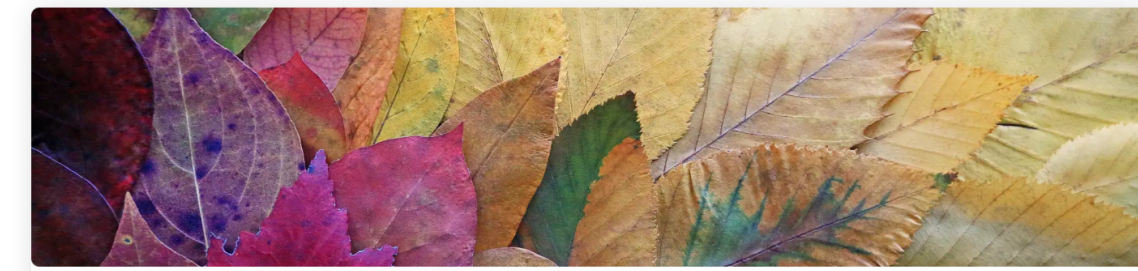


Lesson 4: Collage and transient art

Creating unique collages and transient art through independent exploration of mixed media resources.

Learning Objective

To make child-led collages using mixed media



Lesson 5: Landscape collage

Developing an understanding of collage, children create landscape collages inspired by the work of Megan Coyle.

Learning Objective

To create landscape collages inspired by the work of Megan Coyle



Lesson 6: Group art

Working collaboratively, children create a large group painting inspired by the colours and patterns of fireworks.

Learning Objective

To create a large piece of group artwork based around fireworks

Reception- Art

Key vocabulary

- ✓ glide
- ✓ sweep
- ✓ wipe
- ✓ dot
- ✓ dab
- ✓ swirl
- ✓ happy
- ✓ sad
- ✓ excited
- ✓ worried
- ✓ sleepy
- ✓ tempo
- ✓ tear
- ✓ cut
- ✓ stick
- ✓ collage
- ✓ landscape
- ✓ Megan Coyle
- ✓ rip
- ✓ swish
- ✓ splatter
- ✓ glide
- ✓ wipe
- ✓ flick
- ✓ splat
- ✓ dot
- ✓ dab
- ✓ stroke
- ✓ fast
- ✓ slow
- ✓ dynamic
- ✓ loud
- ✓ quiet
- ✓ transient art
- ✓ collage
- ✓ fixed
- ✓ not fixed
- ✓ permanent
- ✓ temporary



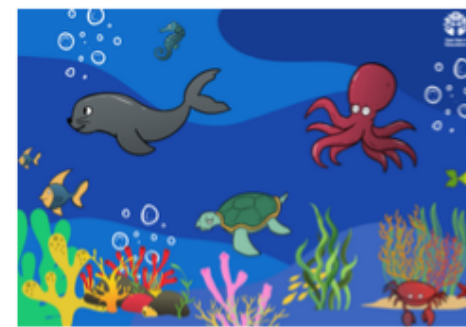
Reception- PE - Fundamentals



Knowledge Organiser Fundamentals Unit 2 Nursery/Reception

About this Unit

Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.



Communication and Language



Key Vocabulary

balance	jump	safely
bend	land	slide
crawl	rules	slow
fast	run	stop
hop		

If children enjoy this unit why not see if there is a multi sports club in their area.



This unit will help children to:

- change direction quickly
- balance
- move different body parts at the same time
- be faster
- move for longer



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.

Physical Development

Physical Skills

- run
- balance
- change direction
- jump
- hop
- travel



Home Learning



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



Traffic Lights



What you need: an adult to call the instructions

How to play:

- Children imagine they are getting in the car, putting their seatbelt on and holding their steering wheel.
- They complete the instructions said by the adult e.g.
 - Green light: jog around
 - Red light: stop
 - Yellow light: sit down
 - Roundabout: spin a circle
 - Speed bumps: jump up and down
 - Zebra crossing: lie in a straight shape
 - Reverse: walk backwards



Have a go at making up your own. You could even include different gears for different speeds.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.  @getset4education136

Ladder Knowledge



Running: Children will learn to use big steps to run and small steps to stop. They will also learn that moving into space away from others helps to keep them safe.

Balancing: Children will learn to hold their arms out to help them to balance.

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

Skipping: Children will learn that if they hop then step that will help them to use skipping as a travelling action.

Hopping: Children will learn that to hop they will use one foot.

Personal, Social and Emotional

This unit will develop the following skills:

- Social** work safely, support others, share and take turns, co-operation
- Emotional** perseverance, honesty, determination, confidence, acceptance
- Thinking** comprehension, creativity, select and apply, exploration








Reception - Computational Thinking - Awesome Autumn

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

patterns

logic

algorithm

collaborating



Reception-RE - What is Christmas?

EYFS	Religion	Vocabulary	Meaning
Christmas What is Christmas?	Christianity	Mary Joseph Frankincense Myrrh	The Mother of Jesus, also referred to as Mother of God (as Christians believe Jesus was God incarnate). Mary's husband, Jesus' earthly father. An aromatic resin used in incense and perfumes. An anointing oil.

Key Vocabulary

Mary

Joseph

Frankincense

Myrrh

