

## Personal, Social and Emotional Development

### Relationships T5 and Changing me T6

- Characters feelings
- Learn from dialogic stories
- Sharing in the household and at school
- Family links to stories
- Changing me- simple physical changes from toddler stage
- Life cycles of animals linked to stories and Springtime.
- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others in stories and real life.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally linking them to those of characters in traditional stories.

## Literacy

- Understanding story structure; 'Beginning', 'Middle' and 'End'.
- Describing characters, settings and scenes in greater detail.
- Hearing all the sounds in more complex words (e.g. chip, fell brick) and use them in our writing.
- Storytelling - re-telling stories and writing our own using books about beasts and sea related themes.
- Anticipating what may happen next in stories
- Exploring Non-Fiction books.
- Learning unknown **Phase 2** and **Phase 3** Phonics, blending and segmenting.
- **Revise Phase 3 Phonics;** (2 letters /1 sound) and trigraphs. (3 letters one sound)
- **j v w x y z, zz qu ch sh th, th ng ai ee igh oa oo (short 'u' as in book), oo (long 'oo' as in cool) ar or ur ow oi ear air ure er** Continuing to learn our 'super tricky words' and trying to use them in our writing.
- **During this term we will move onto Phase 4** looking at **cvcc, ccvc and ccvc words.**
- **Within writing they will continue to** form letters correctly and in the correct orientation writing whole words and building into simple sentences using tricky e.g. I pat the dog.



## Physical Development

### Athletics skills

- Children learn some techniques for running, how to run in a lane; dip at the finish and transfer a baton. They learn how to jump from a short run and how to throw for accuracy and power

### Target games

- This unit starts looking at the technique involved in sending an object with accuracy and also power. It encourages children from the outset to use both hands/feet
- Developing both pencil and scissor grip and control
- Developing fine motor skills through 'Funky Fingers' activities and 'Dough Gym'
- Talking about factors that support overall wellbeing e.g. exercise, sleep, sensible amount of screen time, healthy eating, oral hygiene etc.

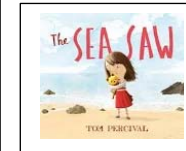


## Term 5 - Marvellous Beasts

## Term 6 - Salty Sea Stories

## Reception F2 Knowledge Organiser

SUMMER 2024



## Expressive Arts and Design

- Create textile dolls of various traditional story characters whilst learning the names and properties of some basic materials (e.g. soft, fluffy, smooth, hard, bumpy, silky, shiny, decorated embellished)
- Explore, use and refine a variety of artistic effects to express their ideas and feelings from traditional tales in 3-D form clay tiles- building on their previous learning, refining ideas and developing their ability to represent them.
- Cookery snack
- Begin to name some 3D shapes and name 2D shape faces whilst representing story characters.
- Create collaboratively sharing ideas, resources and skills representing well known traditional stories in various media including responding to and producing music. (Instrumental and Singing games.)

## Mathematics

### Term 5

Composition of 8, 9 and 10 and calculating within 8,9, 10 Capacity, Length/height, Money/Weight, Time vocabulary and understanding (ordering events), and Positional language

### Term 6

- Count objects, actions and sounds.
- Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready.
- Explore the composition of numbers to 9,10 by providing a range of visual models.
- Spot and use opportunities for children to apply number bonds: "There are 6 of us but only 2 clipboards. How many more do we need?"
- Automatically recall number bonds for numbers 0-10
- Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.
- Compare length, weight and capacity using comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that."

## Communication and Language

- Develop storylines in their pretend play. EAD
- Understand how to listen carefully to traditional tales and why listening is important.
- Connect one idea or action to another in stories and paintings of traditional tales, using a range of connectives, articulating their ideas and thoughts in well-formed sentences using conjunctions 'and' 'because', 'so', 'but' and 'then' and utilise when retelling tales such as Superworm, Tiddler and Sea Saw.
- Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had a chocolate biscuit at break time and after that I had two puddings for lunch. I'm so full!"
- Retell stories, once they have developed a deep familiarity with the text; exact repetition and in their own words.

## Understanding the World

- Talk about members of their family and community through exploring traditional tales.
- Talk about people that the children may have come across within their community who help us.
- Explore various religious faiths and customs.
- Welly Walks- noticing changes over time
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space and other simple features then drawing simple maps of their immediate environment.
- Recreating settings in map-form from stories including pirates and marvellous beast stories.

