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| **Simonside NEW logoReception Knowledge Organiser** **Spring 1 – Compare and contrast – The Arctic/Antarctica to where we live.** |
| **Key Texts / Canon of works****PSED**It's Brave to Be Kind: A Kindness Story and Activity Book for Children ...A book cover of a book with two girls holding an umbrella  Description automatically generated9781408331606: The Lion Inside10 Books That Will Get Your Kids Excited About Money | Teaching kids ... 10 Books That Will Get Your Kids Excited About Money | Teaching kids ... L**iteracy and Understanding the World**  I Wonder Why Penguins Can't Fly by Jacobs, Pat - Picture 1 of 1Looking After Our Planet : Katie Daynes (author), : 9781474968942 ...Image result for The Emperor's Egg. Size: 175 x 185. Source: itunes.apple.comHow Would You Survive as a Polar Bear? by David Stewart - Paperback ...Polar Bears by Fiona Watt, Francesca Di Chiara | WaterstonesWhat Lives in the Arctic? - Budget Saver Books25+ Fun & Factual Arctic Animal Books Your Kids Will LoveLost And Found: Oliver Jeffers A child painting a picture  Description automatically generated with medium confidence**Simonside NEW logo** |
| **Key Concepts /Big Ideas.** |
| Where do we live?Where is the Arctic/Antarctic and how is it different to living in Newbiggin Hall?What are the weather/conditions like in the Arctic and Antarctic?What animals live in the Arctic? Antarctic?How do animals keep warm in the icy conditions?What colour are Arctic animals?Why don’t polar bears eat penguins?Why can’t penguins fly?What would happen if all the polar ice melted?Do people live in the Arctic? Antarctic?PSE - How do we take care of our teeth?  |
| **Key Vocabulary linked to Key Concepts above** |
| Arctic – the frozen area around the North pole Antarctic – the area around the South PoleIceberg - a huge piece of floating ice in the seaHabitat - a place where plants and animals liveSurvive – to stay aliveEnvironment – the natural world of the land, sea and airCamouflage – colour or covering that makes animals look like their surroundings.Blubber - the fat under the skin of a whale or sealFur – the soft hairy coat of an animalChinese New Year : a festival that celebrates the beginning of a new year on the traditional lunisolar Chinese calendar.  |
| **Simonside NEW logoKnowledge and Skills taught - Remembered Curriculum**  |
| **Communication and Language** | **Personal, Social and Emotional Development** | **Physical Development** | **Literacy** | **Mathematics** | **Understanding the World** | **Expressive Art and Design** |
| **Listening:** Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying.**Attention:** .Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom**Respond:** Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.**Understanding:** Consider the listener and takes turns to listen and speak in different contexts.**Speaking:** Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day | **Express feelings:** Can show pride in achievements by showing work to others. Can make choices and communicate what they need. **Manage behaviour:** Understand behavioural expectations of the setting**Self-awareness:** Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly **Independence:** Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.**Collaboration:** Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others. **Social skills:**  Seek others to share activities and experiences.**SCARF Unit****– Rights and Respect** Looking after my special people.Looking after my friendsBeing helpful at home and caring for my classroomCaring for our worldLooking after money: spending, saving and keeping it safe.Taking care of our bodies – our teeth.. | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.PE sessions – continue to practice fundamental movement skills children have acquired last term. Develop ball skills of throwing, catching, kicking and passing.  | **COMPREHENSION**Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).**WORD READING**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. Read a few common exception words matched to our phonic programme.Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.**WRITING****Emergent writing:** Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Knows some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.Build words using known letter-sound correspondences in own writing**Composition:** Learn to orally compose a sentence and say how many words are in the sentence. **Spelling:**  Knows how to spell VC and CVC words by identifying the sounds. Knows how to write own name.**Handwriting:**Recognise that after a word there is a space. Show a dominant hand. Write from left to right and top to bottom. Begin to form some recognisable letters.**Phonics:****Phase 2/3**Know grapheme/phoneme correspondence for all single letter soundsKnow how to blend with known letters for reading VC and CVC words. Know how to segment to spell VC and CVC words for spellingIncluding digraphs; ff,ll,ss,ck,ng, sh,ch, thKnow high-frequency common words (is, and, to, the no, go, into, I, of, has, his, as) | Count objects, actions and sounds beyond 10.Link the number symbol with its cardinal number value beyond 10. Compare numbers and understand the ‘one more/one less than’ relationship between consecutive numbersSubitise.Explore the composition of numbers to 10. Simple addition and subtraction.Compare length, weight of objects and begin to measure using non standard units.  | **Scientific Knowledge development**Animals (Polar and Safari) Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live e.g. talk about animals which live in a cold and hot places (while looking at Arctic/Antarctic and hot places while looking at Africa) Describe both habitats and compare and contrast.**Scientific Vocabulary**Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.Safari animals ( Hippopotamus, Elephant, Zebra, Lion, Rhinocerus, Giraffe, Leopard, Crocodile)**Enquiry Skill Development**Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Antarctica. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.**People, Culture and Communities**Know about how people live in the Arctic. How is this the same or different to the way we live? **Enquiry:**Know about some key historical events – know why and how we celebrate today? Valentines Day**The Natural World**Know that the weather is changing and Winter is here.Know the order of the four seasons. Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them and how this impacts on the animals living in Polar regions especially. Describe what they see, hear, and feel outside. | Mark Making/Drawing:Skill::show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details.Colour:Skill: to be able to create a wash background and combining colour in the style of Joan Miró.Diagram  Description automatically generatedPainting:Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.Printing:Skill: printing with natural objects/food e.g. leaves, pine cones.Materials:Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing3D Work:Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.Cutting Skills:Use scissors to cut out shapes with straight and curved lines.**Songs and Rhyme Knowledge**Poetry Basket:Know the following songs Popcorn A little house  Let's put on our mittens I can build a snowman Carrot Nose**Charanga Songs:**EVERYONE! Wind The Bobbin Up Rock-a-bye Baby Twinkle,Twinkle If You're Happy And You Know It Head, Shoulders, Knees And ToesAlso introduce songs linked to them of the Arctic regions. |