

Reception Knowledge Organiser

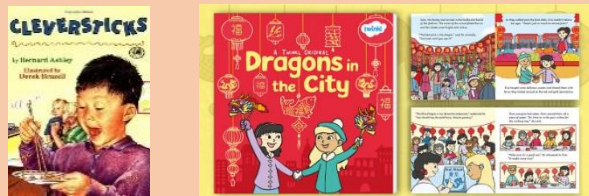
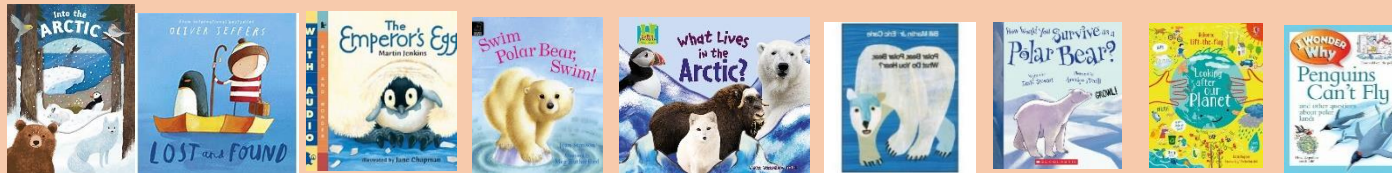
Spring 1 – Compare and contrast – The Arctic/Antarctica to where we live.

Key Texts / Canon of works

PSED



Literacy and Understanding the World



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? How are their lives different to ours?

What is Chinese New Year?
How do people celebrate Chinese New Year?

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 Pole

Iceberg - a huge piece of floating ice in the sea

Habitat - a place where plants and animals live

Survive – to stay alive

Environment – the natural world of the land, sea and air

Camouflage – colour or covering that makes animals look like their surroundings.





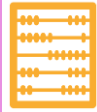


Blubber - the fat under the skin of a whale or seal

Fur – the soft hairy coat of an animal

Chinese New Year : a festival that celebrates the beginning of a new year on the traditional lunisolar Chinese calendar.



Knowledge and Skills taught - Remembered Curriculum

<p>Communication and Language</p> 	<p>Personal, Social and Emotional Development</p> 	<p>Physical Development</p> 	<p>Literacy</p> 	<p>Mathematics</p> 	<p>Understanding the World</p> 	<p>Expressive Art and Design</p> 
<p>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.</p> <p>Attention: .Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom</p> <p>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.</p> <p>Understanding:</p>	<p>Express feelings: Can show pride in achievements by showing work to others. Can make choices and communicate what they need.</p> <p>Manage behaviour: Understand behavioural expectations of the setting</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly</p> <p>Independence: Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty,</p>	<p>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.</p> <p>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.</p> <p><u>PE sessions</u> – continue to practice fundamental movement skills children have acquired last term. Develop ball skills of</p>	<p>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).</p> <p>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.</p>	<p>NCETM Maths</p> <p><u>Week 11- Subitising</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p> <p><u>Week 12 – Counting, ordinality and cardinality</u> Counting – focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number</p> <p><u>Week 13- Composition</u> Focus on 5</p> <p><u>Week 14 – Composition</u> Focus on 6 and 7 as ‘5 and a bit’</p> <p><u>Week 15 – Composition</u> Compare sets and use language of comparison: <i>more</i></p>	<p>Scientific Knowledge development Animals (Polar and Safari) Know the correct basic scientific vocabulary to describe parts of animals.</p> <p>Know what animals need to survive in Arctic conditions.</p> <p>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.</p> <p>Scientific Vocabulary Polar animals (Penguin, Arctic fox, Orca, Elephant seal, Polar</p>	<p>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.</p> <p>Colour: Skill: to be able to create a wash background and combining colour in the style of Joan Miró.</p> <p>Painting: Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint. Printing:</p>

<p>Consider the listener and takes turns to listen and speak in different contexts.</p> <p>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</p>	<p>hungry, tired, using the toilet.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p> <p>SCARF Unit – Rights and Respect Looking after my special people. Looking after my friends Being helpful at home and caring for my classroom Caring for our world Looking after money: spending, saving and keeping it safe.</p> <p>Taking care of our bodies – our teeth..</p>	<p>throwing, catching, kicking and passing.</p>	<p>Read a few common exception words matched to our phonic programme.</p> <p>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.</p> <p>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.</p> <p>Build words using known letter-sound correspondences in own writing</p> <p>Composition: Learn to orally compose a sentence and say how many words are in the sentence.</p> <p>Spelling: Knows how to spell VC and CVC words by identifying the sounds.</p>	<p><i>than, fewer than, an equal number to</i> Make unequal sets equal</p> <p><u>Shape, space and measure</u></p> <p>Compare length and weight of objects and begin to measure using non standard units. .</p>	<p>Bear, Snowy Owl), frozen, camouflaged, survival.</p> <p>Enquiry Skill Development Use technology to make observations or find information about different locations and places. Recognise, know, and describe features of Arctic and Antarctic. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.</p> <p>People, Culture and Communities</p> <p>Know about how people live in the Arctic. How is this the same or different to the way we live?</p> <p>Enquiry: Know about some key historical events – know why and how we celebrate today? Valentines Day</p> <p>The Natural World Know that the weather is changing and Winter is here.</p> <p>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</p>	<p>Skill: printing with natural objects/food e.g. leaves, pine cones. Materials: Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing 3D Work: Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.</p> <p>Cutting Skills: Use scissors to cut out shapes with straight and curved lines.</p> <p>Songs and Rhyme Knowledge</p> <p>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 Toes</p> <p>Also introduce songs linked to them of the Arctic regions.</p>
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