

### Personal, Social and Emotional Development

- Sharing, taking turns
- Becoming aware of the feelings of others and build constructive and respectful relationships with others
- Celebrating achievements.
- Developing resilience.
- Listening and responding to what others say
- Keeping safe when out and about
- Finding out about ways to keep healthy- exercising, eating, sleeping, keeping clean
- Talking about Dreams and Goals
- Managing own needs and feelings

*At home: Play simple turn taking games. Send in celebrations via Dojo and ILD to celebrate home achievements. When on a family walk, talk about the dangers all around.*

### Literacy

- Hearing all the sounds in simple words (e.g. cat, man, dog) and use them in our writing.
- Storytelling - re-telling stories and writing our own using books such as Grandpa's magic slippers.
- Understanding story structure; 'Beginning', 'Middle' and 'End'.
- Describing characters, settings and scenes.
- Anticipating what may happen next in stories
- Exploring Non- Fiction books.
- Learning unknown Phase 2 and **Phase 3** Phonics, blending and segmenting.
- Continuing to learn our 'super tricky words' and trying to use them in our writing.
- **Phase 3 Phonics;** During this term we will move onto Phase 3 phonemes which they need to know, including digraphs (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**

- Beginning to form letters correctly and in the correct orientation writing CVC words and building into simple sentences e.g. pat the dog.

*At home: play 'I spy'. Enjoy books from the library about adventure, and magic. Talk about the difference between stories and non-fiction books.*



### Communication and Language

- Listening to others in small and large groups
- Listening to a variety of stories: Grandpa's Magic Slippers, The Great Explorer, Bible stories and stories from other faiths.
- Following stories without pictures and prompts
- Asking questions and talking about experiences
- Using language to recreate roles in play situations, describe events, work out problems etc
- Learning rhymes, poems and songs
- Talking about stories and Non-Fiction Books and traditional tales.

*At home: Find quiet times to talk about your day as this will encourage them to talk about theirs. Look on the school website to talk about what they have learned at school.*

## Term 3 -Jazzy Journeys Term 4 - Let's tell a tale



### Reception F2 Knowledge Organiser **SPRING 2024**



### Physical Development

- Becoming increasingly independent - coats shoes and socks and accessing resources
- Welly Walks fortnightly
- Exploring the outdoor environment
- Developing catching and throwing skills
- Balance, core strength coordination, moving in different ways and floor work
- Putting on and taking off uniform for P.E sessions
- 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.

*At home: Practise getting dressed independently. Balancing on one and two legs/points, jumping off and landing /climbing skills at the park to develop core muscles.*

### Expressive Arts and Design

#### PRINTING

Stamp carefully with minimal slipping  
Create and describing patterns using colours and simple shapes  
Make rubbings  
Use pre-inked stamps and paint to stamp  
Clean stamping equipment

#### CLAY

- Show control handling clay etc
- Roll clay etc between palms to make a sausage shape
- Pinch and squeeze to join clay etc back together
- Building up a repertoire of songs and dances and perform them
- Building upon previous experience when creating
- Creating collaboratively
- Exploring changing sounds made by instruments, continuing to make up simple rhythms, keeping a steady beat and **investigating pitch and identifying high and low sounds.**
- Acting out stories with props.
- Introducing narrative into their play
- Using creative programs on the tablets / computers
- Talking about music, artwork and dances and expressing their feelings and responses.

*At home: Paint, draw, magic paint (water and paintbrushes) Adults could model how to add imaginative language to their small world play e.g., toy cars, farm sets, dolls, soft toys, Lego.*

### Mathematics

#### Term 3

Composition of 2, 3, 4, 5, 6 and calculating within these numbers.  
Counting stories, rhymes, Choral counting up to 20 and group counting beyond 20.  
Extra Problem solving

#### Term 4

Composition of 7, 8 and calculating within these numbers.  
Counting stories, rhymes, Choral counting up to 20 and group counting beyond 20.....  
Extra Problem solving



- Doubling numbers and sharing
- Using language of odd and even
- Exploring, rotating and constructing using shapes and developing special reasoning skills.

*At home: Sing counting rhymes, play with shapes and count out /sort into groups -familiar objects.*

### Understanding the World

- Chinese New Year/ Mothering Sunday/ Easter
- Beginning to understand that some places and stories are special to some people
- Preparing food for social snack with peers including shopping trips.
- Recognising and talking about changes in the natural world
- Welly Walk investigations
- Exploration of resources, finding out why and how things work
- Showing care and concern for their environment
- Comparing characters from stories; including people from the past
- Commenting on pictures, artefacts, photos from the past
- Recognising simple features on maps and the globe.
- Recognising that environments are varied across the world and even within our own country.

*At home- Look in books or on the internet to find out information. Talk about seasonal changes.*

