

Reception Knowledge Organiser - Spring 2 – Once Upon A Time

Reading books aloud to children *stimulates their imagination* and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word.



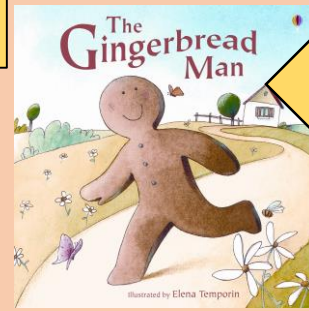
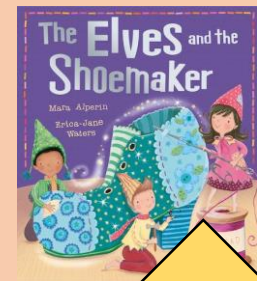
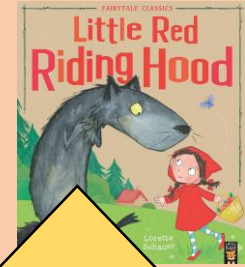
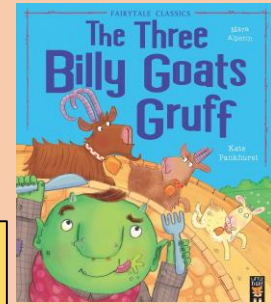
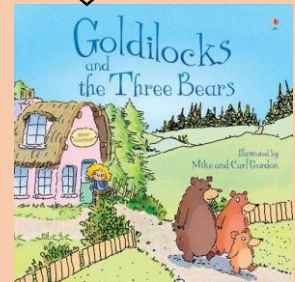
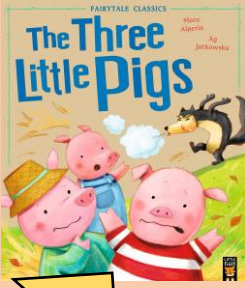
Which fairy tales do you like reading at home? Share your favourites and record in your child's diary.

Does Goldilocks make good choices? How do the bears feel? How does Goldilocks feel? What is a stranger?

How do the sizes of the goats compare? Is the troll lonely? How can the troll be a good friend? What makes a strong bridge?

Which material is the best for building a house? What do the little pigs like to do at home? How much screen time is a sensible amount?

Our key texts this half term:



What happens to ingredients when we bake them? What happens to food when we cook it? What did ovens look like in the past? How did people cook without electricity?

How can we be a safe pedestrian? Does Little Red Riding Hood make good choices? How can we care for our environment?

What did clothes and shoes look like in the past? How are clothes and shoes made? What materials are used to make shoes and clothes? What is a good sleep routine?

This half term our topic work will be based on traditional tales. We will explore story language, thinking about setting, characters and story telling. The children will have the opportunity to create story maps and retell the stories we are learning about through role-play as well as creating their own twists on the traditional stories. Children will write regularly in focus groups based around these stories.

We will create story maps which provide visual prompts for retelling a story.



Key vocabulary:
 fairy tale, character, setting, problem, resolution, small, little, medium, middle, big, large, old, new, sew, bake, oven, poor, rich, ill, troll, bridge, meadow, woodcutter, stranger, goat, wolf, straw, stick, brick, chimney, cooking pot, pedestrian, lonely.

Physical development: Gross and fine motor

Fine motor: We will continue to practise using scissors correctly as well as cutlery. The children are getting very good at doing their coats up now! Dough disco and pen disco will also regularly take place to support handwriting.

Keep practising these key skills at home – we're so proud of how the children are becoming independent!

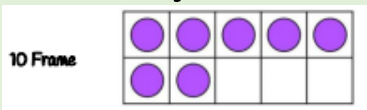


Gross motor:

Children will continue to develop balance, co-ordination during specific PE sessions as well as during continuous provision in our outside area, which is accessed by the children every day. Games such as hopscotch, obstacle courses and bats and balls provide daily gross motor practise.

Maths

Subitising: Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count. This helps us to see patterns in numbers and make totals quickly. E.g. I can see 5 here and 2 here that's 7 or I can see 3 from 10 missing so that must be 7.



Children will continue to explore measure this half term too, thinking about height, weight and capacity.

Children will also spend time thinking about pattern and repetition as well as 2d and 3d shape through our topic work.



Can you spot different amounts of things at home?
Can you quickly say what you notice?
What patterns can you spot in nature or around your home?
Which shapes do you notice around you?

Expressive arts and design

Attaching /modelling- Children will explore materials to create props and setting displays for our story telling. They will use a range of resources thinking carefully about designing and colour choices. Activities may include:

- basket weaving – Little Red Riding Hood
- making houses – Three Little Pigs
- Building bridges – Three Billy Goats Gruff

Drawing: Paying close attention to features and detail when drawing characters and setting including story maps. Tools: pencils, colouring pencils, crayons, felt pens.



Music: Singing familiar songs and learning new ones. Rhythm is what makes music move and flow. Children will explore rhythm through play and create rhythms and suggest symbols to represent.

Literacy: Reading

Oral Segmenting - this is when you split a word up into its individual sounds (c-a-t). We call this 'Fred talk'.



Oral blending - this is when you blend the sounds together to say the word (cat). We use a blending finger motion from left to right to help blend the sounds together.



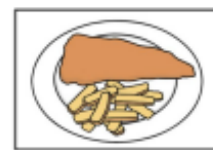
Digraph: two letters that make one sound.
Trigraph: three letters that make one sound.

Your support with reading at home every day will help your child to develop a vital life skill. We know that children who read regularly at home are more likely to make better reading progress. Please record your child's reading in their diary each time. Many thanks for your support.

Using our phonics to help us read: Blend and segment known sounds for reading. Read simple phrases and sentences made up of words with known letter-sound correspondences.

Literacy: Writing

Begin to orally compose and write a simple sentence with support



The fish and chips are on the dish.

- 1) Orally compose (say) a caption.
- 2) Tap or clap the caption.
- 3) Count how many words.
- 4) Say first word / Fred talk the word on Fred fingers / write the word.



Can you design and write a card for a friend?
Can you write simple instructions to make your favourite food?
Can you write a daily diary?

Spell to write VC, CVC and CVCC words independently using sounds taught so far.

Spell some irregular common (red) words, e.g. the, to, no

Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

ascenders

b d h k l t

descenders

f j p q y



Can you practise ascenders and descenders?