

Knowledge Organiser
Rabbit Class
Autumn Term



Link to Planning: Curriculum Overview

https://docs.google.com/document/d/1O7QY8eSlyb-ZeU4WLrbCBRdK_93FMOIIDTepiU8qte0/edit



Fab Phonics

Jungle

SPOOKY



Harvest

Learning
Themes



PIRATES

Christmas



Communication and Language

Explore and Ask

Vocabulary:

Looking eyes, listening ears, lips closed, take turns, wait, hands up, indoor voice, volume (loud/ quiet), stop, superb sitting, legendary line, wonderful walking, manners, polite



Listening and Attention:

Play games which involve listening for a signal, such as 'Simon Says'

Stop and **listen** carefully for environmental sounds

Talk about sounds you can hear such as long, short, high, low. **Know** why it is important to pay attention when others are speaking

Maintains attention, concentrates and sits quietly

Understanding:

Ask for help

Follow simple instructions

Listens and responds to ideas expressed by others in conversation or discussion.

Speaking

Speak in full sentences

Engage in conversations: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "please", "thank you" and "can I...?"

Home Learning:

Share a book together and encourage your child to predict possible endings

Physical: Health and Self Care

Home Learning

- Acknowledge and encourage your child's efforts to manage their personal needs, and to use and return resources appropriately.
- Promote health awareness by talking with your child about exercise, its effect on their bodies and the positive contribution it can make to their health.
- Discuss with your child why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.

Vocabulary

Warm up, roll, pirate balance, side step, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still

Physical: Moving and Handling

Fundamental Movement: Gross Motor Skills

Agility Show increasing control over an object

Roll a ball, chase and collect it in a balance position facing the opposite direction.

Roll a ball rolled by a partner and collect it in a balance position facing the opposite direction.

Balance

Stand still on one leg for 10 secs.

Floor contact: 1 hand, 2 feet down; 1 foot, 2 hands; 1 foot, 1 hand; 1 foot or hand;

No hands or feet for 10 secs.

In a front support on knees, point to ceiling with one hand

Coordination

Sit and **roll** a ball along the floor around the body using 2 hands; Using 1 hand (right and left).

Stand and **roll** a ball down your legs and around your upper body using 2 hands

Experiment with different ways of moving

Side step in both directions; **Gallop**, leading with either foot; **Hop** on either foot;

Skip

Fine Motor Skills:

Use simple tools to effect changes to materials.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Begin to **use** anticlockwise movement and retrace vertical lines.

Personal, Social and Emotional

Vocabulary:

rights, responsibilities, rewards, charter, special, proud, consequences, hopes, fears, choices, recognition, dojo, EXPLOROSAUR, ASKARAPTOR, TRYATOPS, STICKOSAURUS, SOLVEOSAURUS REX, THINKODOCUS, SHAREONYX



Home Learning:

Ask your child to complete a 'job' to help your family e.g. make your bed, lay the table, help prepare a meal.

Self-confidence and Self-awareness:

Confident to **speak** to others about own needs, wants, interests and opinions.

Explore and **talk** about what they are learning,

Ask others, valuing their ideas and ways of doing things.

Describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour

Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Aware of the boundaries set, and of behavioural expectations in the school.

Making Relationships

Initiate conversations, **attend** to and **take account** of what others say.

Explain own knowledge and understanding, and **ask** appropriate questions of others.

Being me in my world: Self-identity; Understanding feelings; Being in a classroom; Being gentle; Rights and responsibilities

Celebrating difference: Identifying talents; Being special; Families; Where we live; Making friends; Standing up for yourself

Literacy

Letters and Sounds: Phonics

Vocabulary:

Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

Key Skills

- Transcription

Identify sounds

Recognise the representation (grapheme) of each sound

Blend and segment sounds

- Handwriting

Sit correctly at a table, holding a pencil comfortably

- Composition

Orally break the flow of speech in to words

Write own name

Word Reading

Read decodable words using phase 2 phonemes: s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss (24 phonemes) e.g. a, at, sat, pig, dog, sock, had, back, doll

Read the five tricky words known as 'Shark bites': the, to, I, no, go.

Word Writing

Hear and **say** the initial sounds in words

Link sounds to letters

Use some clearly identifiable letters to communicate meaning

Represent some sounds correctly and in sequence using magnetic letters

Segment and make a phonetically plausible attempt at spelling VC and CVC words using magnetic letters

Home Learning:

- Ask your child to be a sound detective and look for your sounds of the day in some old magazines/newspapers at home.
- Ask your child to complete their sound scrapbook
- Ask your child to read their sound focus book, tuning into the focus sound

Literacy: Reading and Writing

Narrative

Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:

Telling Stories

Writing

Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in retelling and play.

Attempt own writing for various purposes, using features of different forms, including stories

Key Skills

Put the main events of the story in the right order

Retell the story in own words

Hold my writing tool in my dominant hand between my thumb and two fingers

Listen to and read a range of stories on page and screen which provoke different responses:

Story Structure

Viewpoint: Author; Narrator

Character & Dialogue

Setting

Listen to stories being told and read.

Know when a story has begun and ended.

Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...'

Be aware that books have authors; someone is telling the story. Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.

Stories happen in a particular place; identify settings by referring to illustrations and descriptions.

Home Learning:

• Use the flashcards of all sounds learnt so far and practise these every day with your child. Choose one or two sounds to focus on each day and make some words containing these sounds, ask your child to read the words that you make ... are they real or nonsense alien words?

Mathematics: Numbers and The Number System

Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as
more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough

Key Skills

- Cardinality
- Subitising
- Conservation of number
- Nominal values e.g. the number 7 bus is not necessarily the seventh one
- 1:1 correspondence
- Concept of zero

Number and Place Value

Recite numbers to 10

Say and use number names in rhymes and stories

Count up to 10 moveable objects

Count out up to 10 objects from a larger quantity

Begin to **match** numerals to numbers of objects in a set

Count up to 10 objects which cannot be moved

Begin to understand 0

Rehearse counting back from 10 (eventually 20) including rhymes and songs

Count actions or sounds

Order numbers to 10

Addition and Subtraction: Sorting into Groups

Explore composition (making numbers)

Measurement: My Day

Order and **discuss** the order of events during the school day

Home Learning:

- Use number tracks in games (ensure there is variation e.g. horizontal, vertical, diagonal, ascending value and descending value)
- Sing number rhymes together (ten green bottles, five little ducks, ten fat sausages, five little aliens, five speckled frogs etc.)
- Create number books with your child e.g. 'My book of 6' and taking photographs, stamping numbers and objects in.

Understanding the World; People and Communities

Me, My Friends and My Family

Vocabulary:

Family, special, people, mum, dad, step-mum, step-dad, grandma, grandpa, brother, sister, friend, relative, aunt, uncle, cousin, baby, guardian, parent, carer.

Key Questions:

What makes me special? What makes my friend(s) special? What do we like? What do we like even better? What do we dislike? What do we dislike even more?

What makes my family special? Is it small or large? Do we like any special foods? What things do we like doing best?

Skills:

Historical Interpretation

Talk about the photos on Tapestry.

CL ELG: Speaking

Use past, present and future forms accurately when **talking** about events that have happened or are to happen.

- Describe myself by describing things I like and dislike, and people I live with or am close to.
- Understand that we are all different and that we do not all want to be the same!
- Recognise other children's particular likes and dislikes and learn to respect these.

Chronological Understanding

Order and sequence familiar events.

M ELG: Shape, Space and Measures

Use everyday language to talk about time.

Home Learning:

- Talk to your child about what makes them special. We are all different: Each person has their own particular likes and dislikes, their favourites and their talents (special things they can do).
- Look at a photographs of each family member as a baby. Discuss how they are all different, that's what makes us special!

Understanding the World; The World

Arctic, North Pole

Vocabulary:

Arctic, cold, ice, snow, iceberg, polar bear, map, World, white, blue, clear, float, ocean, fur, arctic fox, hare, seal, whale, freeze, hide, camouflage, scientists, sledge, deep

Key Questions:

Why do you think the Arctic is coloured white on a map?

What might this tell you about the weather in the Arctic?

Look closely at the pictures and see if you notice anything which most of these animals have in common.

Why do you think there are no people on the pictures?

Skills:

Locational Knowledge

Know about similarities and differences in relation to places

Identify and **describe** features of the Arctic and of their local environment

Talk about the features of their own immediate environment and how environments might vary from one another.

Suggest similarities and differences

Geographical skills and fieldwork

Use small world figures to **play** on large map mat and **see** the difference between land and sea.

Show an **interest** in atlases, maps, globes, treasure maps.

Home Learning:

Draw a map from your home to school.

Understanding of the World: Technology

Programmable Toys

Vocabulary

Device, app, program, website, iPad, tablet, computer, laptop, CD player, DVD player, game console, X box, playstation, wii, nintendo, disc, loading, play, stop, skip, pause, on, off, internet, camcorder, camera, keyboard, mouse, phone, printer, interactive whiteboard

Websites, Apps and Programs

Use ICT hardware to interact with age-appropriate computer software.

Numberblocks

Alphablocks

Phonics Play

Teach your Monster to Read

BBC Nursery Rhymes

Let's Create App

Skills

Be **aware** that some devices need commands to operate and control them, e.g., traffic lights, car park barrier, and games consoles.

Understand what commands are needed to control different devices, e.g., make a noise to activate a toy; press a button to make it work.

Be **aware** that the computer keyboard can be used to control objects on screen

Be **aware** that different choices made using a program on the computer can produce different outcomes.

Be **aware** that ICT sources, e.g., Espresso, Moodle, and the Internet can be used to find things out.

Be **aware** that information can be in different forms, e.g., video, pictures and sound, as well as text.

Know how to use simple tools on an interactive whiteboard, e.g., software and pen tools.

Home Learning

Electronic Toys - Making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

Electronics in the Home - If your child shows an interest in an object such as DVD player, show them how to work it.

RE: A Wet and Windy Harvest for Puddles

Expressive Arts and Design

Media and Materials

- Collect fallen leaves and twigs etc. and make an autumn display
- Paint leaf shapes
- Use leaves for printing with paint
- Make leaf rubbings using crayons
- Learn and sing songs about autumn and Harvest



Being imaginative

- Use imaginative play to recreate some elements of the story
- Make a church role-play area and act out the Harvest service – include the characters Puddles and Freddie
- Dress Freddie in his clothes that he wears for the Harvest service (green chasuble and stole)

Religious Education

Enjoy a range of stories and accounts from different faith traditions and cultures

- Hear the story A Wet and Windy Harvest for Puddles
- Find out about what happens in places of worship in the local area and why people go to these places**

- If feasible visit the local church to see it decorated for Harvest
- Talk to a Christian (lay person or clergy) about what Harvest means to them
- Make a church role-play area and act out the Harvest service – include the characters from the book Puddles and Freddie

Develop curiosity and begin to ask questions about their own and other people's home and community life

- Explore ways in which other religions celebrate harvest – e.g. Jewish Sukkot, Sikh Baisakhi,

Explore how and why religious people in the local community help others through the work that they do

- Invite someone from a charity or The Salvation Army to talk about how they care for the less fortunate – support others with food parcels etc.

Consider the rules and codes of conduct that they and others follow which guide them in everyday life at home and school

- Look at a Christian Bible and talk about how it tells people that they should care for one another

Personal, Social and Emotional

- Talk about how and why Christians say thank you to God for food / harvest
- Talk about how other people in class might show thankfulness/ appreciation for food and care for others (e.g. Jewish Sukkot, Muslim Eid-ul-Fitr)
- Explore how some people are kind to others by offering food and shelter (e.g. The Salvation Army)
- Think about what you say thank you for and to whom
- Think about how different people say thank you
- Consider the consequences of Puddles' actions in the Harvest story
- Discuss – should Puddles climb up the pile of fruit and vegetables and drink from the vase of water?
- Think about what is right and wrong or mischievous

Context for Learning / Theme:

A Wet and Windy Harvest for Puddles



By Gill Vaisey



Mathematical

- Sort autumn leaves by colour / shape / size
- Create a pictogram for leaves found in the school grounds or local park
- Make a graph / tally chart of how many children go to church, mosque, synagogue etc.
- Create a role-play shop to sell Harvest produce
- Count and sort fruits and vegetables
- Sort size of Harvest fruits and vegetables – smallest, biggest

Communication and Language

- Hear the story A Wet and Windy Harvest for Puddles
- Explore the meaning of new words to extend religious vocabulary– match words to pictures in the book.
- Recall the story to show an understanding of the main elements, such as main character, sequence of events.
- Learn the names of different fruits and vegetables – match names to pictures and real produce



Literacy

- Read and write some words for the features of the church as mentioned in the story

Physical

- Select from a collection of foods to show healthy choices

Understanding the World

The World

- Explore the school's grounds or local park to note seasonal changes / signs of autumn
- If possible, take the children outside on a windy day to have first-hand experience of leaves blowing in the wind.
- Collect autumn leaves and note colour, shape and textures
- Make an autumn display.
- Make an autumn vegetable soup
- Make a harvest loaf or mini rolls
- Grow seeds in pots e.g. mustard, cress, salad,



People and Communities

- Explore ways in which religious communities celebrate harvest – e.g. Christian Harvest, Jewish Sukkot, Sikh Baisakhi,

RE: Puddles and the Christmas Play

Expressive Arts and Design

Media and Materials

- Make Christmas cards and decorations
- Make / eat Christmas foods
- Listen to and sing songs about winter and Christmas



Being imaginative

- Create a church / Nativity role-play area * and include Puddles the cat and The Reverend Freddie Fisher characters for imaginative play

*NB This may not be appropriate for all children in the setting / class as some faith communities do not support role-play of religious figures

Religious Education

Enjoy a range of stories and accounts from different faith traditions and cultures

- Create a spider diagram with artefacts to identify what the children already know about Christmas
- Hear and enjoy the story *Puddles and the Christmas Play*
- Hear the Nativity story
- Listen to a Christian visitor to find out how Christmas is celebrated in their church and what Christmas means to them
- Visit the church to see how it is decorated for Christmas

Develop curiosity and begin to ask questions about their own and other people's home and community life

- Talk to a Christian visitor or watch a DVD to find out how Christmas is celebrated in the home
- Make Christmas cards that illustrate Christian symbols and images associated with the festival*
- Talk to a Christian visitor (e.g. member of The Salvation Army) to find out how and why they help others especially at Christmas time
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions



Personal, Social and Emotional

- Think of ways in which they could help those less fortunate at Christmas time – e.g. raise money for charity, make up food parcels and donate to The Salvation Army, give toys to the local charity shop
- Write thank you letters to anyone in the school, home or community who has helped with Christmas preparations and for making it a special time for the children
- Identify what other religious festivals are celebrated at this time of the year and by whom
- Talk about what it means to be nervous and how others might help in that situation
- Talk about how it feels to be left out of games and activities and how we can be considerate to others to avoid this

Context for Learning / Theme:

Puddles & the Christmas Play



Mathematical

- Sort pictures to identify the characteristics of different seasons
- Make a celebration chart based on the festivals that pupils in the class celebrate within their faith communities
- Sort a range of Christmas cards into different categories e.g. Christian and secular
- Count the candles on the advent wreath as the story of Puddles and the Christmas Play unfolds



Communication and Language

Listen with enjoyment and respond to stories.

- Hear the story Puddles and the Christmas Play
- Listen to a biblical account of the Nativity
- Talk about the story and the characters
- Talk about their feelings during parts of the story – e.g. how they felt when Puddles did not get a part in the play, when Puddles came to Ben's rescue
- Talk about what it means to be nervous (as was Ben in the story)
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions

Literacy

- Read and write words associated with Christmas



Physical

Understanding the World

The World

- Sort pictures to identify the characteristics of different seasons
- Use the outdoor environment to experience characteristics of winter – rain, cold, frost, snow

People and Communities

- Identify the number of the children in the class who celebrate Christmas at home and the number of children who celebrate other festivals
- Make and share Christmas foods and find out about the origins of the customs



Expressive Arts and Design: Exploring and Using Media and Materials

Vocabulary

Thick, thin, soft, pattern, line, shape, detail, charcoal coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch

Expressive Arts and Design: Being Imaginative

Skills

Paint

Recognise and **name** the primary colours being used.

Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.

Drawing

Enclose a space using lines, and use these shapes to represent objects.

Draw on different surfaces and coloured paper.

Print

Create simple pictures by **printing** from objects.

Sculpture

Roll, **cut**, **mould** and **carve** with malleable materials

Skills

- **Recognise** and **explore** how sounds can be made and changed.
- **Move** to the sound of instruments.
- **Move** in time to the pulse of the piece of music being listened to and physically respond to changes in music.
- **Select** instruments based on the appropriate sounds for the intended purpose
- **Christmas performance.**

Musical Learning Focus

Listening and responding to different styles of music
Embedding foundations of the interrelated dimensions of music

Learning to sing or sing along with nursery rhymes and action songs

Improvising leading to playing classroom instruments
Share and perform the learning that has taken place

Developing curiosity...

- What did you do in school that was new today?
- Who did you meet today?
- Can you learn the names of the children in your class?



Big question:
Are we all the same?