



Literacy Spring Term 1 Reception



Taddington and Priestcliffe
Knowledge organiser

Overarching theme

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; human-made systems and communities; and the environment, past present and future.

Key sentence types

I can write commands.

Command: **Commands are a type of sentence in which someone is being told to do something.**

SPECIFIC AREA: Understanding the World

People and communities:- talk about past and present events in their own lives and in the lives of family members

- know that others don't always enjoy the same things and are sensitive to this

- know about similarities and differences between themselves and others, and among families, communities and traditions

The world:

- know about similarities and differences in relation to places, objects, materials and living things

PRIME AREA: Physical Development

Moving and handling:- show good control and co-ordination in large and small movements

- move confidently in a range of ways, safely negotiating space

- handle equipment and tools effectively, including pencils for writing

SPECIFIC AREA: Literacy

Reading:- read and understand simple sentences

- use phonic knowledge to decode regular words and read them aloud accurately

- read some common irregular words

- demonstrate understanding when talking with others about what they have read

Writing:- use phonic knowledge to write words in ways which match their spoken sounds

- write some irregular common words

- write simple sentences which can be read by themselves and others

PRIME AREA: Personal, Social and Emotional Development

Self-confidence and self-awareness:- try new activities, and say why they like some activities more than others.

- speak in a familiar group

- talk about their ideas

- choose the resources they need for their chosen activities

Managing feelings and behaviour:- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable

- work as part of a group or class, and understand and follow the rules

Making relationships:- play co-operatively, taking turns with others

- take account of one another's ideas about how to organise their activity

- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

Overview and outcomes

In this 3 week sequence, the children discover a magic paintbrush and are asked what they would paint with it.

Then, through the story of *The Magic Paintbrush*, they meet Shen who loves to paint and draw. Shen is presented with a magic brush but she is to only use it for good. In the story, she overcomes a greedy Emperor who sets his dragon upon Shen. The children create their own dragon-like monsters through playing **Mix and Match Monsters** and record ideas by drawing and

labelling a diagram. They then write an own-version narrative by changing the items that their main character paints and including their own monster that the main character overcomes.

Phonics teaching is embedded throughout and Continuous Provision s will be based around the story.

National Curriculum Coverage

PRIME AREA: Communication and Language

Listening and attention:- listen attentively in a range of situations

- listen to stories, accurately anticipating key events and respond to what they hear with

relevant comments, questions or actions

- give attention to what others say and respond appropriately, while engaged in another activity

Understanding:- follow instructions involving several ideas or actions

- respond to 'how' and 'why' questions about their experiences and in response to stories or

events

Speaking:- express themselves effectively, showing awareness of listeners' needs

- use past, present and future forms accurately when talking about events that have happened

or are to happen in the future

- develop own narratives and explanations by connecting ideas or events

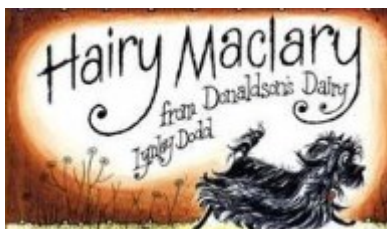
SPECIFIC AREA: Expressive Arts and Design

Exploring and using media and materials:- safely use and explore a range of materials, tools and techniques, experimenting with colour,

design, texture, form and function

Being imaginative:- represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

- use what they have learnt about media and materials in original ways, thinking about uses and purposes



Literacy Autumn Term 2 Reception



Taddington and Priestcliffe
Knowledge organiser

Overarching theme

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; human-made systems and communities; and the environment, past present and future.

Key sentence types

I can ask questions.

Questions: **A question is a type of sentence that we ask or write to gain further information** from a person or people responding.

SPECIFIC AREA: Expressive Arts and Design

Exploring and using media and materials:

- safely use and explore a range of materials, tools and techniques, experimenting with colour, design, texture, form and function

Being imaginative:- represent own ideas, thoughts

PRIME AREA: Physical Development

Moving and handling:- show good control and co-ordination in large and small movements

- move confidently in a range of ways, safely negotiating space

- handle equipment and tools effectively, including pencils for writing

SPECIFIC AREA: Literacy

Reading:- read and understand simple sentences

- use phonic knowledge to decode regular words and read them aloud accurately

- read some common irregular words

- demonstrate understanding when talking with others about what they have read

Writing:- use phonic knowledge to write words in ways which match their spoken sounds

- write some irregular common words

- write simple sentences which can be read by themselves and others

- spell some words correctly and others phonetically plausibly

SPECIFIC AREA: Understanding the World

People and communities:- talk about past and present events in their own lives and in the lives of family members

- know that others don't always enjoy the same things and are sensitive to this

- know about similarities and differences between themselves and others, and among families, communities and traditions

The world:- know about similarities and differences in relation to places, objects, materials and living things

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

Overview and outcomes

In this 3 week sequence, the children set up and create labels for an Animal Shelter. Some cats and dogs arrive and the children help settle them before reading *Hairy Maclary*. They play **Match the Mutt**, create a **Character Splat**, research and write some facts about cats and then devise a story not dissimilar to *Hairy Maclary* but this time about a group of cats who are frightened away by Riptail Paw – a dog version of Scarface Claw, the menace of a cat who appears in *Hairy Maclary*.

Phonics teaching is embedded throughout Continuous Provisions will be based around the story.

National Curriculum Coverage

PRIME AREA: Communication and Language

Listening and attention:- listen attentively in a range of situations

- listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions

- give attention to what others say and respond appropriately, while engaged in another activity

Understanding:- follow instructions involving several ideas or actions

- respond to 'how' and 'why' questions about their experiences and in response to stories or events

Speaking:- express themselves effectively, showing awareness of listeners' needs

- use past, present and future forms accurately when talking about events that have happened or are to happen in the future

PRIME AREA: Personal, Social and Emotional Development

Self-confidence and self-awareness:- try new activities, and say why they like some activities more than others.

- speak in a familiar group

- talk about their ideas

- choose the resources they need for their chosen activities

Managing feelings and behaviour- work as part of a group or class, and understand and follow the rules

Making relationships:- play co-operatively, taking turns with others

- take account of one another's ideas about how to organise their activity

- show sensitivity to others' needs and feelings, and form positive relationships with adults and other children