

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

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

Key sentence types

- I can orally recount events

Mathematics

Number will be at the heart of our learning and the ELGs have been broken down to support our ethos of spending longer on some topics to ensure children have a deep understanding before moving on to the next topic.

Children will focus on learning to count reliably within 5. We will explore different representations of numbers within 5 and children will have the opportunity to manipulate numbers in many different ways. The children will place numbers in order and say which number is one more or one less than a given number. They will develop a depth of understanding about numbers within 5 and continue developing their ability to estimate a number of objects and check by counting. They will develop their ability to count using one to one correspondence and recognise the conservation of number. They will apply problem solving skills developed to different tasks and will have the opportunity to develop mathematical thinking through questioning and structured language, laying solid foundations for the future.

Overarching theme

Journeys and Exploration

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of, individuals and civilizations, from local and global perspectives.

Overview and outcomes

In this 3 week sequence, the children discover some footprints and a clump of fur: who – or what – has been in class? Then they find Sam's Sack, which is filled with objects beginning with the letter 's'. The classic text Where the Wild Things Are is shared and then, through song, role-play and activities such as Monster Meet and Greet, the children devise their own Wild Thing characters to create their own version of the story. Phonics teaching is embedded throughout and Continuous Provision will also be based around the story.

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



Taddington and Priestcliffe
Knowledge organiser

Autumn term 1 book 1

Reception

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: 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

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

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
 - 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
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