



Autumn Term 1 book 2 Reception



Taddington and Priestcliffe
Knowledge organiser

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.

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence

Key sentence types

- I can orally re-count events in the correct tense

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.

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

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 - sing songs, make music and dance, and experiment with ways of changing them

Overview and outcomes

In this three week sequence, the children begin by locating Kenya on a map and learning a traditional Kenyan song. Then the children will discover a bird that appears with an instruction around his neck! This will lead them to discover a book telling the story of Kapiti Plain where there is no rain... They will meet the hero – Ki-pat – who shoots the arrow that is to burst the rain cloud. After creating a musical score to re-tell a section of the text, a letter will arrive asking the children to help write a tourist information leaflet. Phonics teaching is embedded throughout and Continuous Provision 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

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