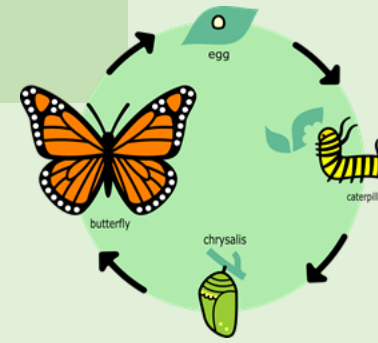


Reception Knowledge Organiser - Spring 1 - Jump into Spring

How do humans change and grow?

What do birds do in winter?
How do animals change and grow?
Story retelling and story maps

Mini beasts
Lifecycles
How do caterpillars change?

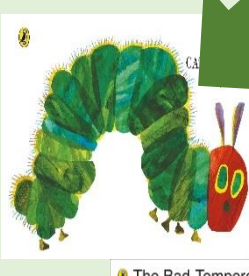
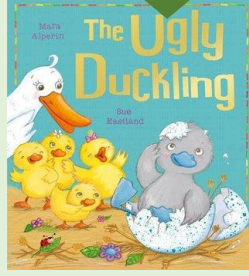
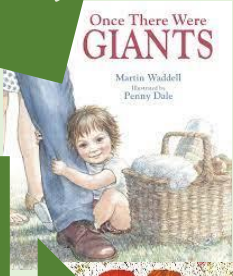


Can you go on a mini beast hunt or grow plants together at home? We would love to see them – you can share on ClassDojo!

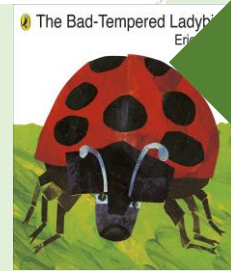
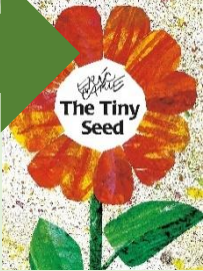


This half term our topic work will be based on the changes we see in the seasons as well as in animal and plant life. We will explore what happens when we plant seeds and how animals and mini beasts change during their life cycles. We will also celebrate and learn about Chinese New Year.

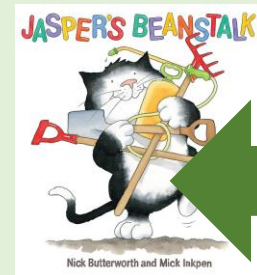
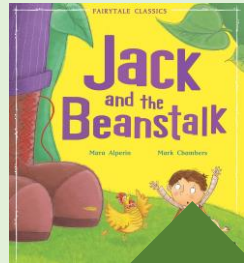
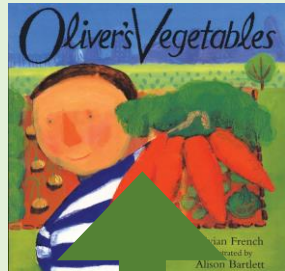
What are seeds?
What do seeds need to grow?



Our key texts this half term:



Where do mini beasts live?
What do they eat?



What do plants need to grow?
How do plants change as they grow?

Key vocabulary:

height, weight, ourselves, healthy, lifecycle, change, grow, seed, plant, roots, similar, different, hibernation, taller, shorter, heavier, lighter.

Our key concepts this half term are: first, after, next, a bit, few, most, early, last.

What do plants need to grow?
Healthy eating and recipes
Where does our food come from?

How do plants grow?
Story retelling/story maps
Characters and descriptions

Physical development: Gross and fine motor

Fine motor: Using cutlery is an important skill to develop. We will also continue to practise using scissors correctly as well as doing up our coats in the cold weather! Dough disco and pen disco will also take place to strengthen the children's pencil grip.

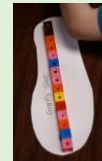
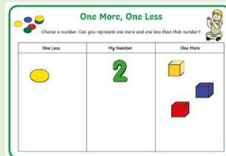


Gross motor:

We will use big paper and crayons as well as chinks, felt tips and paint to make big marks and shapes and develop core muscles. We will continue to develop balance, co-ordination and agility through balancing games, hopscotch, using the PE apparatus and ball games.

Maths

Number: We will be deepening the children's understanding of numbers 1-5 and extending this to 10. We will think about the relationships between numbers to make 5 and 10 in order to recall number bonds quickly. We will also spend time thinking about one more and one less and comparing amounts.



Measure:

Children will explore measure this half term too, thinking about height, weight and time. Activities may include weighing babies in the role play baby clinic, measuring giant's footsteps or butterfly wings with cubes as well as introducing rulers and tape measures.

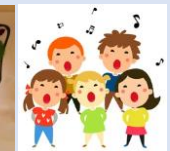
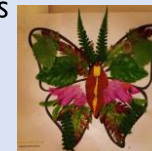


Can you practise writing your numbers to 10?
Can you quickly recall your number bonds to 5 and then to 10? (Eg. 4 and 1, 3 and 2 or 5 and 5, 4 and 6)
Can you measure objects at home?

Expressive arts and design

Attaching /modelling- Glue stick, PVA glue, spreaders, sellotape, masking tape. Joining different media & creating new effects. Key words: cut, attach, spread. Tools: scissors, glue spreaders. Experiences may include:

- Making butterflies using self chosen materials (smooth, soft, bright, colourful).
- Creating using a range of 3D shape recycling materials



Drawing: Paying close attention to features and detail when drawing. Tools: pencils, colouring pencils, crayons, felt pens. Experiences may include: - using mirrors to catch our reflection, describe what we can see and draw self portraits.

Music: Singing familiar songs and learning new ones. Performing actions to accompany songs. (Move like a butterfly, spider etc.)

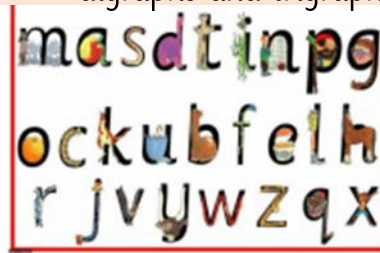
Literacy: Reading

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.

Recap and consolidate all set 1 single sounds and learn set 1 and 2 digraphs and trigraphs



Recognise digraphs:
ck, ff, ll, ss.

Digraph: two letters that make one sound.

Fred talk, then say the word



Using our phonics to help us read:
Blend and segment known sounds for reading and spelling VC, CVC, CVCC.

VC words: at, it.
CVC words: mum, dog, pin, sat.
CVCC words: milk, hump, sand.

See the word, say the word! (sight words).

on top of the rock

Where do you put your finger when you read?

Literacy: Writing

Orally compose a caption and hold it in memory before attempting to write it.

- 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.



pat a dog



Can you practise your letter formation?
Can you write your name?
Can you draw a picture and write a simple caption?

Spring 1 Why is the word 'God' so special to Christians?

Religious Education explores big questions about life, to find out what people believe and what difference this makes to how they live.



Theological Vocabulary

- **Christian**—A person who follows and believes in the teachings of Jesus, God and the Holy Spirit.
- **Bible** a religious/holy book for Christians
- **Creator God**—Christians, Jews and Muslims share the belief in their being God being the creator of life.



What we will learn

Making sense of belief

- Retell stories, talking about what they say about the world, God, human beings

Making connections

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- Think about the wonders of the natural world, expressing ideas and feelings
- Talk about what people do to mess up the world and what they do to look after it.

Understanding Impact

- Say how and when Christians like to thank their Creator

- Eco pledges



- Prayer and Praise to God



- Harvest



Jigsaw Jenie's Journey

Dreams & Goals

How can I achieve my dreams and goals?

job

dream

goal

happy

I will learn about...

- What it means to persevere
- How to keep trying even when it is difficult
- How to set a goal
- How I can be kind and encourage others
- The jobs I might like to do when I am older
- Different skills I might need to learn
- How it feels to achieve a goal

kind

challenge

What can you see?

proud



Jigsaw Jenie's Journey

How might it feel to achieve a goal?

What could I do to tackle a challenge?

I wonder what your dreams and goals are?

Our Class Thinking Pad

What have I learnt in this puzzle that helps me to reach my dreams and goals?

Dreams & Goals