

Reception Knowledge Organiser – Autumn 1 - Marvellous Me

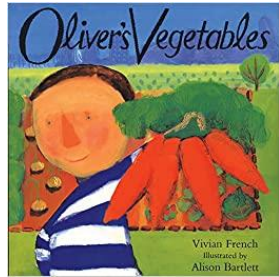
Look out for this symbol for more ideas to continue our learning at home.



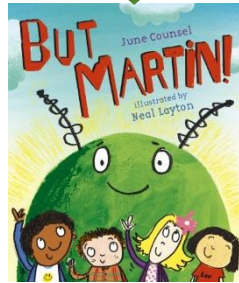
Do you have any photos of places you have visited over the summer in our local area? Or perhaps a special place you go to regularly? We would love to share them in school and help the children to make links with our learning of the local area.



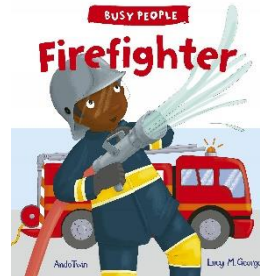
What is harvest?
Where does our food come from?



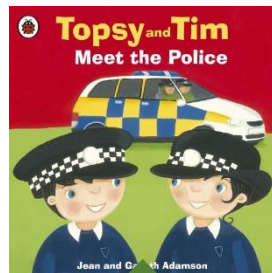
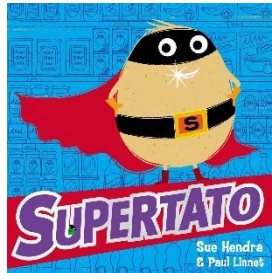
What happens in school?
What is our routine?
How are we all unique?



Where is our fire station?
What do firefighters do?



Our key texts this half term:



What happens at the supermarket?
Where are our local supermarkets?

Where is our police station?
What do police officers do?

In our first half term we will be exploring the children's interests and thinking about our local community. We will introduce maps of our local area and look at important people in our community such as police officers and firefighters. We will also learn about Autumn and Harvest. The children will have lots of opportunities to explore our outdoor area and Forest School.

Key vocabulary: visit, interest, unique, portrait, local, map, Kidderminster, town, police station, police car, police officer, siren, flashing, fire engine, firefighter, hose, uniform, protection, helmet, ladder, emergency, supermarket, shopping basket, trolley, till, money, change, fruit, vegetables, harvest, share, autumn, celebration, party.

Our key concepts this half term are: new, big, small, fast, loud, in, some, lots, all

Maths

Number: Our focus in maths this half term will be on developing a secure knowledge of the numbers 1 to 5. This not only means being able to count in order, but to understand how numbers are made up (eg. 4 is 1 and 3, but it is also 2 and 2). We will encourage the children to subitise which means to notice amounts up to 5 quickly. We will use a variety of resources including five frames and numicon in our targeted maths, but also encourage the children to 'notice' maths around them through our provision.



Which amounts can you notice at home? Perhaps you can quickly spot amounts when you're out on a walk? Playing dice games will also help with subitising and recognising amounts quickly.



Physical development: Gross and fine motor

The children will take part in a fine motor activity every morning and opportunities to continue this during provision will be provided every day.

We will also 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.

The children will have a weekly P.E. session with our P.E. teacher Miss Smith and a weekly Forest School session with Forest school leader, Mrs Lomas. These will take place on our Monday well-being day.

Writing

As the children begin to embark on their writing journey, we will provide lots of opportunities for mark marking in our provision areas as well as in small group work. We will work on letter recognition and formation and children will learn to write their name. They will bring home a name card to continue practising at home.

Expressive arts and design

The children will have a weekly music lesson and we will be singing nursery rhymes and songs, as well as moving to music daily too. The children will be able to use a variety of materials on our making table and we will also be encouraging the children to develop storylines in their imaginative play.



Communication and Language

Speaking and listening will be at the heart of everything we do in Reception this year. We will spend lots of time getting to know the children and encouraging them to talk about their interests and experiences. Children will be encouraged to develop communication through adult modelling, play with peers and adults as well as during carpet times. Language relating to our topics will be shared and discussed and children will develop their understanding of concept words (e.g. fast, long, between etc) through the Concept Cat programme.

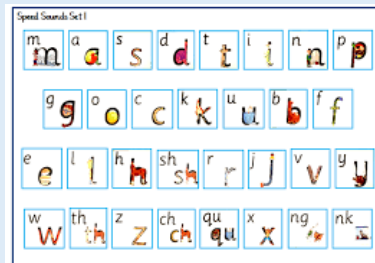
Our key vocabulary will be reinforced during learning time and in our play.

We would love for you to continue sharing our key vocabulary outside of school and will provide you with information about the children's learning on a weekly basis so that you can continue the conversations at home.



Literacy: Reading

Stories will play a huge part in our learning this year and children will be able to enjoy hearing stories regularly as a whole class as well as in smaller groups. Discussions of stories will be encouraged in order to develop the children's comprehension skills. Your child will take part in daily phonics lessons where they will learn the sounds for each letter of the alphabet. We will then begin using our phonic knowledge to start to segment and blend CVC words.



Play our Fred talk games at home – segment words and see if your child can blend to make the word, eg. Can you put your hand on your t-u-m. Touch your ch-ee-k

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.

Reception Religious Education Knowledge Organiser

Unit 1 Where do we belong?

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

Symbol	Religion	People
ॐ	Hinduism	Hindu
✡️	Judaism	Jewish
☾★	Islam	Muslim
✝️	Christianity	Christian

Key Theological Vocabulary

Christian-A person who follows and believes in the teachings of Jesus, God and the Holy Spirit.

- **The Bible** a religious/holy book for Christians
- **Jesus**-Christians believe that he was God in the flesh come to earth to save mankind
- **Muslim** a follower of the religion of Islam
- **Qur'an** a religious/holy book for Muslims
- **God** Jews and Christians believe in one creator God who cares for all people and created the world, knowing each person

What we will learn

Making sense of belief

- Retell religious stories

Making connections

- making connections with personal experiences
- Share and record occasions when things have happened in their lives that make them feel special

Understanding Impact

- Recall simply what happens at a traditional Christian infant baptism and dedication
- Recall simply what happens when a baby is welcomed into a religion other than Christianity



Christian and Muslim welcoming ceremonies



• Christian

Jesus blesses the children



Infant
Baptism



• Muslim

