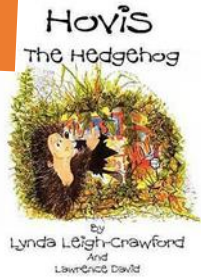


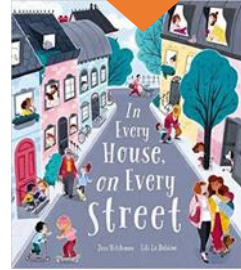
Reception Knowledge Organiser – Autumn 2 - Houses and Homes

This half term we will be exploring animal homes, gardens and bonfire night, as well as looking at similarities and differences between our own homes. We will look at homes around the world as well as what houses were like in the past. We will also explore what homes might look like in the future. We will finish off the term by looking at how Christmas is celebrated, and comparing Christmas traditions.

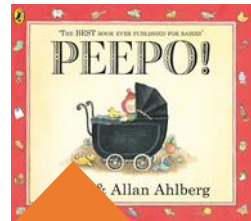
Which animals live in our gardens? Which animals are nocturnal? Why do we celebrate Bonfire night?



What makes a house a home? What type of house do we live in? How are our houses and homes different or the same?



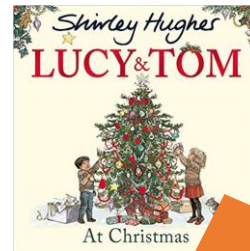
Our key texts this half term:



What did homes look like in the past? How are they the same or different? Why have homes changed?

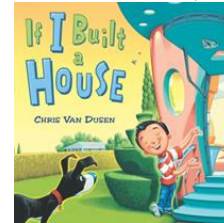


What do homes look like around the world? How are they different or the same?



How is Christmas celebrated in our homes? What is a traditional Christmas?

What will homes look like in the future? What are the modern items we have in our homes?



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



What sort of house or home do you and your family live in? What number house do you live at? What is the name of the road you live on? What are the names of the rooms in your home? Which items of furniture do you have in your home?

Key vocabulary:

Garden, day, night, bonfire, fire safety, hot, flame, hibernate, nocturnal, flat, boat, house, home, terraced, semi-detached, detached, bungalow, map, cold, roof, windows, door, chimney, road, street, town, city, bedroom, kitchen, living room, bathroom, furniture brick, mud, glass, old, past, present, now, then, modern, curved, straight, future, Christmas, tree, fir, decorations, cards, Santa, Christmas dinner, Nativity

Our key concepts this half term are: dark, same, different, front, back, old, bendy, straight, heavy, light, near, nearly

Physical development: Gross and fine motor

Fine motor skills will continue to be a focus each day. Children will have the opportunity to develop their fine motor skills through activities such as threading and peg boards as well as cutting activities to develop their scissor skills.



Children will have daily opportunities to develop balance and co-ordination through games such as hopscotch and balancing beams. We will revise and refine fundamental movements such as jumping, hopping and skipping.

The children's weekly P.E. session and Forest School session will continue to take place on our Monday wellbeing day and will provide lots of opportunities for the children to develop their gross motor skills which are so important to their overall physical development.

Expressive arts and design

The children will continue to have a weekly music lesson and we will be singing rhymes and songs, as well as moving to music daily too. We will encourage the children to develop storylines in their imaginative play and support them with rich language to develop their vocabulary. The children will be encouraged to use a variety of materials on our making table and we will teach different joining techniques each week to give the children a variety of ways to develop their models.



Literacy: Writing

This half term we will continue to provide opportunities throughout our provision for children to develop their writing skills. Name writing will continue to be important and we will work on letter formation as well as pencil grip. We will look writing initial sounds as well as segmenting and writing CVC words.



Communication and Language

Speaking and listening will continue to be at the heart of everything we will do. We will spend lots of time talking about our topic and developing the children's vocabulary as well as developing listening skills through games and modelling.



We will also continue to develop their understanding of concept words (e.g. dark, straight, front/back, near, etc) through the Concept Cat programme and these will then feed into provision in all areas.

Literacy: Reading

Stories and books will continue to be an important part of our learning this half term. Children will have a daily class story as well as being able to explore books in our reading corner. Your child will also continue to take part in daily phonics lessons, in small groups, where they will learn the sounds for each letter of the alphabet, moving towards digraphs (two letters together which make one sound) as they progress. We will use our phonic knowledge to start to segment and blend CVC words.



Maths

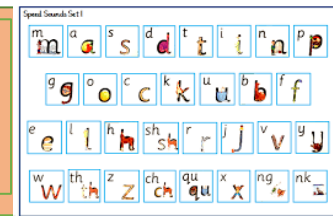
This half term, we will continue to develop a secure knowledge of numbers 0 to 5. We will look at ways that these numbers are made up so that the children can develop a quick recall of number bonds to 5. The children will develop their subitising skills in order to be able to recognise a whole quantity as the result of recognising smaller quantities.

Throughout our provision, the children will also have the opportunity to investigate shape and measure as well as applying their focused maths work in their play.



Notice maths all around– Eg. look at an amount of fruit in a bowl – Ask 'What do you see and how do you see it?' Encourage your child recall amounts to 5 quickly.

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.

Your support with reading at home will be vital as we encourage the children to develop this important skill. Please record daily reading in your child's yellow diary.

Reception Religious Education Knowledge Organiser

Autumn 2 Why is Christmas special for 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.
- **The Bible** a religious/holy book for Christians
- **Jesus**—Christians believe that he was God in the flesh come to earth to save mankind
- **Incarnation**—Christian belief that God came to earth as Jesus
- **New Testament**—the second part of the Bible which Christians use to help them follow the teachings of Jesus

What we will learn

Making sense of belief

- Begin to recognise the word 'Incarnation' as describing the belief that God came to earth as Jesus
- Retell religious stories making connections with personal experiences

Making connections

- Talk about people who are special to them
- Say what makes their family and friends special to them

Understanding Impact

- Recall simply what happens at a traditional Christian festival (Christmas)

Christmas



- The Nativity



- Festival of Christmas for Christians



Carol singing

giving





Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship 	<ul style="list-style-type: none"> • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> • Can you say how you are different from a friend? • Can you say how you are the same as a friend? • What makes a family? • What makes you proud? • What are you good at doing? • Are all families the same? • What can you do to make a friend? • How can you tell when someone is feeling sad, angry or upset? • If someone is making you feel sad or upset what can you do about it? • Shall we share a Calm Me time?
<p>In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>			
<p>New key vocabulary that may be introduced: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Unique</p>			