



# Reception Knowledge Organiser



## Let it Grow!

### Physical Development

- Showing a preference for a dominant hand;
- Beginning to show anticlockwise movements and retrace vertical line
- Recognising how they can refine a range of physical actions, such as rolling, running, skipping, etc
- Jumping off objects safely and carefully;
- Negotiating space carefully;

### Maths

- Use comparative language such as, 'taller', 'shorter' and 'the same';
- Begin to experiment with length, height and capacity
- Begin to compare length, weight and capacity;
  - Be more confident in identifying shapes in the environment;
- Recognise particular shapes that may be useful for certain tasks;
- Make more meaningful pictures, patterns and arrangements with shapes.
- Recall the names of some 2D and 3D shapes;
- Order and sort according to simple properties;
- Identifying money and using money in play;
- Use the language of direction when programming toys.

### PSED

- Taking steps to resolve conflicts with others and attempting to find a compromise.
- Building constructive and respectful relationships;
- Playing cooperatively with others and taking account of their ideas;
- Having a greater understanding about why certain events are being celebrated;
- Talking about people that are helpful to them both, from within their family and from outside their family using recently introduced and taught vocabulary
- Drawing information from a simple map;
- Recognising some similarities and differences between life in this country and life in other countries;
- Recognising that people have different beliefs and celebrate special times in different ways;
- Willingly participating in a wide range of activities;
- Showing enthusiasm and excitement when anticipating and engaging in certain activities; • Being confident to speak to others about needs, wants, interests and opinions;
- Being confident in speaking in front of a small group;

### Communication and Language

We will enjoy stories about growth e.g. Jasper's Beanstalk and Dora's Eggs. Alongside this we will continue to respond to stories with relevant comments. We will be learning to use the past, present and future forms accurately when talking about events that have happened or are to happen in the future – plant growth, animal growth and ourselves! We will continue to use our phonic knowledge to support our reading and writing of sentences.

- Using new vocabulary in different contexts
- Asking questions to learn more about an event or a task.
- Using complete sentences more regularly.
- Using language to explore imaginary events, storylines and themes;

### We can't wait to share

Jasper's Beanstalk Nick Butterworth	The Enormous Turnip Vera Southgate
Oliver's Vegetables Vivian Bartlett	Oliver's Fruit Salad Vivian Bartlett
Supertato Sue Hendra	Egg Drop Mini Grey
Hamish the Highland Cow Natalie Russell	Rabbit's Don't Lay Eggs Paula Metcalf
Six Little Chicks Jez Alborough	Dora's Eggs Julie Sykes
Dora's Chicks Julie Sykes	Spring Non Fiction books Spring poems

### Expressive Arts and Design

- Realising that tools can be used for a purpose;
- Using simple tools and techniques competently and appropriately;
- Selecting appropriate brush for a given purpose;
- Exploring what happens when they mix colours; beginning to describe what they see
- Experimenting
- Experimenting with different textures.
- Safely using and exploring a variety of materials, tools and techniques;
- Beginning to move rhythmically;
- Imitating movement in response to music;
- Tapping out simple repeated rhythms;
- Exploring and learning how sounds can be changed.
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- Singing songs, making music and experimenting with ways of changing them;

### Challenge:

Can you talk about the signs of Spring you can see on your way to school or on your daily walk?

### Literacy

- Spelling words by identifying the sounds and then writing the sound with letter/s;
- Talking about sentences and starting to write short sentences;
- Starting to use full stops and capital letters in the correct places.
- Reading some letter groups that each represent one sound and say sounds for them;
- Reading a few harder to read and spell words matched to ELS;
- Talk about what has happened and predict what might happen next in the story
- Use vocabulary linked to books such as author, title, illustrator

### Understanding the World

- Appreciating that certain artefacts and resources are old and have been used before.
- Knowing and understanding that their grandparents are older than their parents;
- Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas; using some of the taught phrases such as in the past
- Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.
- Identify how technology is used to share information e.g., google maps.
- Use remote controlled cars, walkie-talkies, interactive pets, digital cameras
- Understand animal life cycles through first-hand experiences where possible –frogs, butterflies, chickens and associated vocabulary through non-fiction books
- Experience and understand life cycles of trees, plants – eg growing their own sunflowers, broad beans
- Pursue their own interests in the wider world using relevant non-fiction books, posters and the internet.