



# Reception Knowledge Organiser



## Mad about Minibeasts!

### Physical Development

- Beginning to form recognisable letters;
- Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.
- Travelling with confidence and skill when moving around, under, over and through various equipment;
- Showing increasing control and refinement when throwing, catching and kicking a ball.
- Using skills as part of a game

### Maths

- Finding the total number of items in two groups by counting all of them;
- Beginning to use the vocabulary involved in adding and subtracting including counting on and back;
- Understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10;
- Automatically recall number bonds for numbers 0 to 10.
- Identifying their own maths problems and looking for ways to solve them
- Use everyday language to talk about size, weight, capacity, position, distance;
- Create and describe patterns;
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them;
- Use money with increasing confidence

### PSED

- Being happy to listen to others organisational ideas;
- Showing sensitivity to others' feelings;
- Forming positive relationships with adults and other children
- Starting to show an interest in different occupations and ways of life;
- Talking about members of their immediate family and community;
- Naming and describing people who are familiar to them.
- Be able to follow their own interests using IT, books and posters
- Describing themselves in positive terms and talking about their abilities;
- Showing resilience and perseverance in the face of challenge;
- Having awareness of keeping teeth clean and not eating too many sweets.

### Communication and Language

We will be following instructions involving several steps – e.g. making a habitat for a minibeast.

Using a range of vocabulary in imaginative ways to describe what a minibeast looks like and what it might feel like if they were a minibeast.

We will read and understand simple sentences in fiction and non-fiction books independently. We will write simple sentences which we can read to someone else.

- Using language to imagine and recreate roles and experiencing in play situations;
- Linking statements and sticking to a main theme or intention;
- Using talk to organise and sequence
- Use talk to clarify thinking, feelings and ideas.
- Interested in learning new words and finding out the meaning of them

### Key Texts

- Superworm-Julia Donaldson
- The very busy spider-Eric Carle
- The Hungry Caterpillar-Eric Carle
- Norman, the slug with the silly shell-Sue Hendra
- What the ladybird heard-Julia Donaldson
- Betsy Buglove saves the bees-Catherine Jacob

### Key Dates

- Earth Day 22.04
- International Astronomy Day 29.04
- Bank Holiday 08.05
- Trip to Howe Park Woods 12.05
- Dinosaur Day 17.05
- World Day for Cultural Diversity 21.05

### Expressive Arts and Design

- Experimenting with colour, design, texture, form and function;
- Selecting tools and using techniques needed to shape, assemble and join materials they are using;
- Understanding that different media can be combined to create new effects;
- Recall some of the artists and designers they have learnt about
- Beginning to build a repertoire of songs and dances; and be able to say which ones they like
- Exploring the different sounds of instruments;
- Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences



### Literacy

- Using their phonic knowledge to write words in ways which match their spoken sounds;
- Writing some irregular common words;
- Writing simple sentences which can be read by themselves and sometimes by others;
- Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words;
- Re-reading what they written to make sure it makes sense.
- Enjoy writing for their own pleasure
- Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few HRS words.
- Talk about the books they have read, identifying what they like or don't like about the book
- Use books as a source of information and to lead their own learning



### Understanding the World

- Understanding that people celebrated events like Eid and Christmas before they were born;
- Using appropriate language to describe the past, such as, 'in the past'.
- Recall some of the historical figures/events we have learnt about
- Use technology to find the answer to questions
- Use technology to record my learning through pictures
- Explore the process of changes in materials, eg experiment with freezing/melting