



Reception Knowledge Organiser



We are amazing!

During our first weeks of school we learn about rules and routines. We also get to know each other and start to build friendships.

Master of Maths
•Using number names to 10 and sometimes counting accurately;
•Representing numbers using marks, fingers or digits;
•Saying when two small groups have the same number of objects;
•Identifying numerals in the environment.
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Talk about the routine of the day and using language like 'before' and 'after';
•Start to identify shapes in the environment;
•Start to find appropriate shapes for certain tasks;
•Start to make more meaningful pictures, patterns and arrangements with shapes.

PSED

Fantastic Friend
• Playing in a group and extending and elaborating play ideas;
• Initiating play, offering opportunities for others to join in;
• Keeping play going by responding to what others are saying;
• Learning and using the names of the other adults and children in the setting.

Compassionate Citizen
• Showing interest in the lives of people who are familiar to them;
• Remembering and talking about significant events in their own experience;
• Recognising and describing special times or events for family or friends;
• Starting to show an interest in different occupations and ways of life.

Independent Individual
• Being aware of own feelings, and knowing that some actions and words can hurt others' feelings;
• Beginning to accept the needs of others, taking turns and sharing resources, sometimes with support from others;
• Usually tolerating delay when their needs are not immediately met;
• Understanding that their wishes may not always be met;
• Usually adapting their behaviour to different events, social situations and changes in routine.

Confident Communicator
• Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story;
• Developing communication but may struggle with using tenses accurately;
• Beginning to use sentences
• Beginning to start a conversation with an adult or a friend and continuing it in turns.

Literacy
WOW Writer
• Telling an adult what they have drawn or painted;
• Recognising a capital letter at the start of their name;
• Identifying sounds from own name in other words;
• Ascribing meaning to other marks, like on signage and their own writing

Brilliant Bookworm
•Joining in with rhymes and stories
•Identifying rhymes
•Joining in with the rhythm of well known rhymes and Songs
•Recognising my own name.

Physical Development
Amazing Athlete
• Skipping, hopping and standing on one leg and hold a position for a few seconds;
• Balancing and riding a trike or scooter;
• Going up steps or stairs using alternative feet;
• Responding to music showing appropriate movement and rhythm.

Talented Tool User
• Picking up tiny objects using pincer grasp;
• Making simple models using small pieces such as lego;
• Making small cuts in paper with scissors;
• Using a comfortable grip with good control when holding pens, pencils and paint brush
• Beginning to show a preference for a dominant hand.

Exceptional Explorer
• Beginning to have an understanding for terms like, yesterday, last week and last year;
• Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling;
• Appreciating that certain artefacts and resources are old and have been used before.
• Use technology e.g., a BeeBot and begin to show spatial awareness.
• Notice signs of life in the environment - eg changes in trees
• Notice changes in the weather and

Classroom vocabulary:
Peg- where we hang our coats and bag
Tray- where we can keep our work
Bookbag- the satchel style bag we carry our pictures home in
Rules and routines
These ensure that we are all kept happy and safe. They tell us things that we should and should not do.
Help
When we are in need and we know to use the word "help" for support
Family
People you live with and care for you.
Unique
We are all different and one of a kind.

Expressive Arts and Design
Proud Performer
•Developing preferences for forms of expression;
• Using movement to express feelings;
• Creating movement in response to music;
• Singing to self and making up simple songs;
• Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there;

Dynamic Designer
• Exploring colour and how colours can be changed;
• Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects;
• Showing interest in and describing the texture of things;

