



Reception Knowledge Organiser

Brilliant Bookworm

- Talk about what has happened and predict what might happen next in the story
- Use vocabulary linked to books such as author, title, illustrator
- 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

Confident Communicator

- 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;
- 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

Master of 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, time and money to compare quantities;
- Create and describe patterns;
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them;
- Use money with increasing confidence

WOW writer

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.
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

Fantastic Friend

- Taking steps to resolve conflicts with others and attempting to find a compromise.
- Being happy to listen to others organisational ideas;
- Showing sensitivity to others' feelings;
- Forming positive relationships with adults and other children

Compassionate Citizen

Drawing information from a simple map;
Recognising some similarities and differences between life in this country and life in other countries;
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

Independent Individual

Being confident in speaking in front of a small group;
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.

Mad about Minibeasts!



Talented Tool User

Beginning to form recognisable letters;
Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.

Amazing Athlete

- 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

Dynamic Designer

- 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

Proud Performer

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

Exceptional Explorer

- Beginning to compare and contrast characters in stories about the past;
- Use remote controlled cars, walkie-talkies, interactive pets, digital cameras
- 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.
- 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