



Reception Knowledge Organiser

Let it Grow!



Brilliant Bookworm

- 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

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;

Master of Maths

- Identify more complex patterns
- Copy and continue patterns
- Notice patterns in the environment.
- Select shapes for purpose
- Explore how shapes will appear when they have been rotated.
- Manipulate shapes by turning, moving, rotating and flipping
- Explore how shapes can be combined to make new shapes.
- Understand that shapes can be separated to make new shapes.
- Focus on the 'staircase' pattern and ordering numbers to 10
- Begin to use the the language of "less than"
- Doubles - explore how some numbers can be made with 2 equal parts
- Sorting numbers according to attributes- odd and even numbers
- Order numbers and play track games
- Count larger sets and things that cannot be seen or moved.
- Subitising to 6, including in structured arrangements

Dynamic Designer

- Exploring what happens when they mix colours; beginning to describe what they see
- Experimenting with different textures.
- To develop threading and weaving skills.
 - To practise and apply weaving skills to a specific material e.g. paper.
 - To practise and apply threading skills with specific materials e.g. hessian and wool.
 - To use threading or sewing to design a product (bookmark).
 - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - To create a textiles product (bookmark) following their own design.
 - To reflect with children on how they have achieved their aims.

Proud Performer

- To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.
- To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece
- To talk about how a piece of music makes you feel.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.
- To use actions to retell a story to music
- To sing and perform a group song
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- To learn how instruments can represent a certain mood, character or action
- To experiment with the sounds of different instruments
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- To create a musical story based upon a familiar routine
- To use instruments to represent moods or actions
- To play an instrument as part of a group story

Fantastic Friend

- 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;

Compassionate Citizen

- Recognising that people have different beliefs and celebrate special times in different ways;
- Talking about members of their immediate family and community;
- Naming and describing people who are familiar to them

Independent Individual

- 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;

Talented Tool User

- Have a dominant hand
- Beginning to show anticlockwise movements and retrace vertical line

Amazing Athlete

- 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;

Exceptional Explorer

- 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.

WOW Writer

- Talking about sentences and starting to write short sentences;
- Enjoy writing for their own pleasure
- Using their phonic knowledge to write words in ways which match their spoken sounds;
- Begin to use finger spaces
- Ensure letters are sitting on the line