



KNOWLEDGE ORGANISER

Reception



Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this **within the knowledge of our curriculum**.

Learning is Remembering and Recalling...

Our curriculum will be planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based on the Catholic model that our schools have a moral purpose to help everyone and be a force for good in the world. We believe that this core belief underpins everything we do here at St Augustine's.

The curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned for and supported through external visitors talking about their experiences, or a class trip to supplement the children's learning.

Curriculum Development - Intent

Laudato Si, National Curriculum and Gospel Values



Using our Secrets to Success...



Roseshines Theory

Parents in Partnership and Knowledge Organisers

English
Reading
Writing
Phonics
Spelling
Punctuation
Grammar

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge and Understanding
Engagement and Response
Analysis and Evaluation

The Culture Team
History
Geography
French (MFL)

The Arts and Technology Team
Design
Technology Art
Music
Computing

The Healthy Hearts and Minds Team
PE
Science
PSHE / RSHE

Being the best we can be

Our Laudato Si key question this half term...

How can we care for our brothers
and sisters in our world?



Our Focus Gospel Values this half term are...



How can you spread peace
and show humility?

School Mission Statement

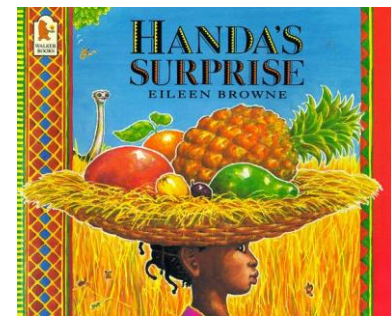
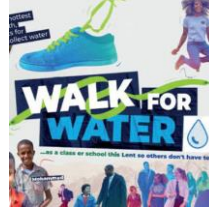
**Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.**



Amen



We're going on a journey



This half term, we're continuing our work from last half term on journeys. Last half term we focused on journeys that were local and then national and this term, we are exploring the geography and culture of countries around the world. We start our work by learning about Chinese New Year for 2 weeks and then learn about countries in Europe for the following 2 weeks. We will then focus our attention on Australia and finish the half term by learning about countries in Africa. Throughout the term we will link our work to the CAFOD lent 2021 Appeal called walk for Water as we learn about the importance of clean water and find out about how we can support the work of CAFOD as they work with their partners in Ethiopia to provide clean drinking water.

We will continue to learn about cultures and places in our work on Understanding of the World and will also focus on environmental work as we learn about habitats in Geography and Science and link this to work on animal habitats. In D.T we will work on developing our design, making and evaluating skills as we learn to make a boat that floats using reusable materials.

How you can help your child with this topic:

Talk to your child about places. Recap our work on UK locations and use the vocabulary of place that we have learned-land, sea, coast, islands, towns, cities etc...

Look at a world map or a globe with your child. Encourage them to look at the land, sea and coasts and talk about the countries and continents that we are focusing on.

The next few slides will show you some of the areas that we will be covering within specific subjects. Each subject will be developed through the topic in line with the Early Years Foundation Stage Curriculum.

Reception English - KEY VOCABULARY

Phonics/Spelling Key Vocabulary

Phoneme - A single unit of sound

Grapheme - A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten

Diagraph - A type of grapheme where two letters represent one phoneme (sound) e.g. ch, sh, th etc...

Trigraph - A type of grapheme where 3 letters represent one phoneme (sound) e.g. igh, ear, air etc...

Consonants - Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels

Vowels - The letters a, e, i, o, u

Segment - Break a word into phonemes

Blend - Put the phonemes back together

Tricky Word/Common Exception Word - A word which can't be phonetically decoded

Reading Key Vocabulary

Decoding - Breaking down a word into different phonemes to help read it

Prediction - Saying what will happen next or as a result of something

Comprehension - Understanding what has been read

Inference - Making assumptions about what is happening in a text

Don't forget to continue the Reading Challenge!

Grammar Key Vocabulary

Adjective - Used before a noun to make the noun's meaning more specific e.g. tall, blue

Noun - Nouns are sometimes called 'naming words' because they name people, places and 'things' e.g. table, hotel

Verb - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

English – Knowledge

HOW TO HELP - Phonics/Spelling –

- Regularly share your child's phonics book with them to help them revise previously taught phonemes.
- Please use the Phase 2, 3 and 4 'Tricky Word' lists that are provided in this presentation and are also referred to as Common Exception Word (words which can't be phonetically decoded). Practise blending phonemes to help your child read decodable words.
- Please refer to the Storytime Phonics Sounds Mats on the following slides to help your child go over all their phonemes.
- Refer to the Reading Planet Menu, shown amongst the following slides which provides a range of activities to help support your child as they read with you.
- Use magnetic letters or letters written on small pieces of paper/card. Help them find the letters they need to spell a particular word. You could try to help them spell their name or a decodable 3 letter word.

HOW TO HELP - Reading -

- Read a range of books to your child
- When your child reads to you, help them focus on short words and look for the letters that you know they have recently worked on at school.
- Visit the Reading Planet website and use your child's log in details to help them read the books that we have allocated to them helping to develop enjoyment of ebooks and a love of reading.
- Read comics/magazines
- Let your child see you read
- Make reading enjoyable and let children share books that interest them

HOW TO HELP - Writing

- Practise correct letter formation. Please look at the slide with our letter families.
- Don't over correct independent writing- aim for enthusiasm
- Provide a range of writing opportunities at home with a range of writing implements such as pencils, pens, felt tips, chalks, paint, water.
- Let your child see you writing
- Where possible, help your child write for a purpose, e.g. Letters, Postcards, Invitations, etc

Reading

To support your child with their reading, please access the reading planet online books and then use the ideas below to help develop your child's phonic/word work and ability to read for meaning.

Reading Planet Ideas Menu-Reception

To help support your child with their engagement in the Reading Planet Scheme I have provided some ideas for you to use when you share the book and also as follow up activities afterwards.

I have included Phonics/Word Work and Reading for Meaning Activities.



Phonics/word work

Phoneme Spotter



Play a phoneme spotting game with your child. Using the phonemes that we have taught your child (as shown in their phonics book and on the page below,) ask them to pick out one phoneme and look for that phoneme in the Reading Planet that they share with you.

Tricky Word Detective



Be a Word Detective

Using the Tricky word list from the list below, ask your child to look for that word in their Reading Planet book. If they cannot find their particular chosen word, perhaps they could note any tricky words they spot.

I spy...



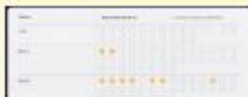
Your child could choose a letter of the alphabet and then play an 'I Spy' game as they look for words beginning with that letter. 'I Spy with my little eye, a word beginning with a...' etc...

Reading for meaning

Online Quizzes



Please note that to help your child reading for meaning, Reading Planet includes an online quiz for each of the books. By engaging with the quizzes, your child can earn rewards and start to collect these words as they increase the number of books and quizzes they read.



Story Map



Help your child gain an understanding of the story they have shared with you by asking them to create a story map. Story maps help children sequence events and gain an understanding of story settings and where the characters appear. Have fun.

My Character Outline

Rav Tess Asha Finn



Ask your child to draw characters from the Reading Planet books and to draw details about them such as what they wear, what they eat, where they go and what they say.

By working in this way, your child will gain a fuller understanding of the character traits and their role in the story.

Phonics

This half term, we are continuing to revisit all the phonemes we have taught and will be focusing on spelling as well as reading words containing these phonemes.



Ss



Aa



Tt



Pp



Ii



Nn



Mm



Dd



Gg



Oo



Cc



Kk



Ee



Uu



Rr



Hh



Bb



Ff



Ll



ck



ss



Jj



Vv



Ww



Story Time Phonics
Sound Mat



Xx



Yy



Zz

Help your child to practice recognising these phonemes.

Look for them in books.

Try spelling words containing these phonemes with your child, encouraging them to read and write them.

Remember to use the games on the following website to help develop your child's reading and spelling skills.

<http://www.letters-and-sounds.com/phase-3-games.html>

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Story Time Phonics
Sound Mat



Reading

This half term, we are continuing to revisit our Phase 2 and Phase 3 Tricky words and will be continuing to read Phase 4 words, some of which were introduced to the children last half term.

Phase 2

the

to

I

no

go

into

Phase 3

he all

she are

we my

me her

be

was

you

they

Phase 4

said there

have little

like one

so when

do out

some what

come

were

Handwriting



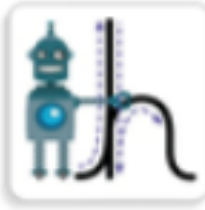
Long Ladder Letters

i l t j u y



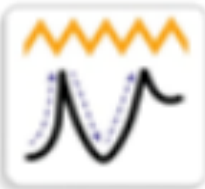
Curly Caterpillar Letters

c o a d g q e



One Armed Robot Letters

h n m r b p k



Zigzag Monster Letters

v w x z f s

This half term, we are continuing to work on pre-cursive letter formation and will continuing to work on the Long Ladder Letters and One Armed Robot Letters. We will also be introducing the correct formation of the Curly Caterpillar Letters.

Reception Maths - KEY VOCABULARY

Number Vocabulary

Greater/More Than > - When a number has a higher value than the one it is being compared with or when a group of objects has a larger quantity than the group it is being compared with.

Less than < - When a number has a lower value than the one it is being compared with or when a group of objects has a smaller quantity than the group it is being compared with.

Equals = - Use to show that both sides of a number sentence are balanced (eg. $3+4=7$, $7=3+4$, $2+5=3+4$) or that two groups of objects contain the same amount.

Part/Part Whole Model - A way of working that teaches the children that a whole number can be made up of 2 smaller parts and that a whole number can be split into 2 smaller parts (a diagram of the Part/Part Whole Model is provided on a following slide.)

Adding- to join (something) to something else so as to increase the size, number, or amount.

Subtracting- to take away (a number or amount) from another to learn the difference.

Doubling - Adding a number or quantity of objects to itself.

Halving- Sharing a number or quantity equally between 2 groups

Number Bonds To 10 - All of the pairs of numbers which add to 10 ($3+7$, $4+6$)



10s Frame - Used to solve addition and subtraction problems

Bead String - Used to solve problems within 100

Digit - An individual figure within a number (eg 1, 2)

Ordinal Number - Numbers which define order (1st, 2nd, 3rd)

Share - Share a number or a number of objects equally into a number of groups

Group - Place objects in groups of a certain number

Number Sentence - A written calculation

Reception Maths - KEY VOCABULARY

Shape, Space and Measures Vocabulary

2D Shapes - Flat shapes, shapes with two dimensions, such as width and height.

3D Shapes – Solid shapes, 3D shapes are shapes with three dimensions, such as width, height and depth.

Weigh- To find out how heavy (someone or something) is, using standard measures (scales) or non standard measures (cubes, conkers etc...)

Measure –a way of learning the size, amount, or degree of something.

Compare –to estimate, measure, or note the similarity or dissimilarity between objects or numbers.

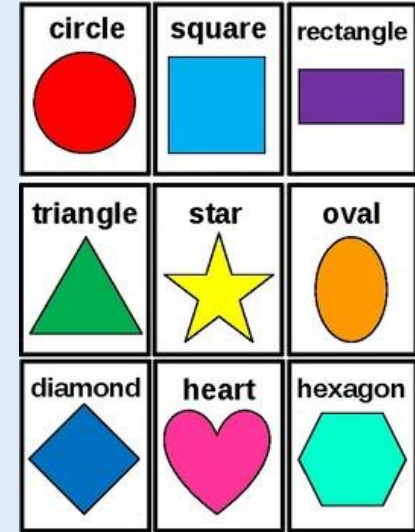
Order –putting things into their correct place following a specific rule.

Sequence- a list of numbers or objects in a special order.

Capacity-the amount that something can hold.

Time-the ongoing sequence of events taking place. The past, present and future. The standard units of **time** are seconds, minutes, hours, days, weeks, months and years.

Prepositions-Positional words to describe the placing of an object in relation to another object. Prepositions include above, below, next to, in front of, in between etc...



Fluency, Reasoning and Problem Solving Key

Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently

Reasoning - Following a line of enquiry, justifying their answers through discussion

Problem Solving - Solving real life and logical problems using mathematical understanding

Maths – Knowledge

HOW TO HELP - Number -



Count regularly with your child forwards and backwards initially to 10 and then to 20.

Count objects such as bricks, toys etc...

Count actions such as steps, jumps etc...

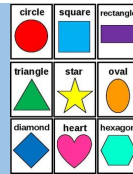
To develop your child's one to one correspondence and sharing skills, help your child set the table. This will help them understand that each person needs 1 of each utensil and will help them with fair sharing.

Look for numbers everywhere. By looking for numbers, the children will come to appreciate the importance of numbers in everyday life, so numbers inside such as on clocks, on cookers, washing machines, dishwashers etc.. And out in the garden or on the streets such as on front doors, car number plates, buses, bus stops etc...

Play simple board games such as Snakes and Ladders. This will help your child with sharing fairly as they take turns and also with counting and number recognition.

Please continue to use IXL games that directly link with the mathematics work we focus on each week at school.

HOW TO HELP – Shape, Space and Measures –



Let your child see you measure ingredients to make a cake, perhaps using weighing scales or let them help use measure water/milk needed for baking.

As the children help, explain why we need to measure so that the children can again see maths being used in a real life context.

Develop comparative language with your child as you discuss items being:

big	bigger	biggest
long	longer	longest
heavy	heavier	heaviest
full	fuller	fullest

Talk about time and the words: morning, afternoon, evening, night, later, earlier, before. Look at a clockface and discuss how clocks measure time.

HOW TO HELP - Problem Solving -

Set your child practical activities to develop their skills.

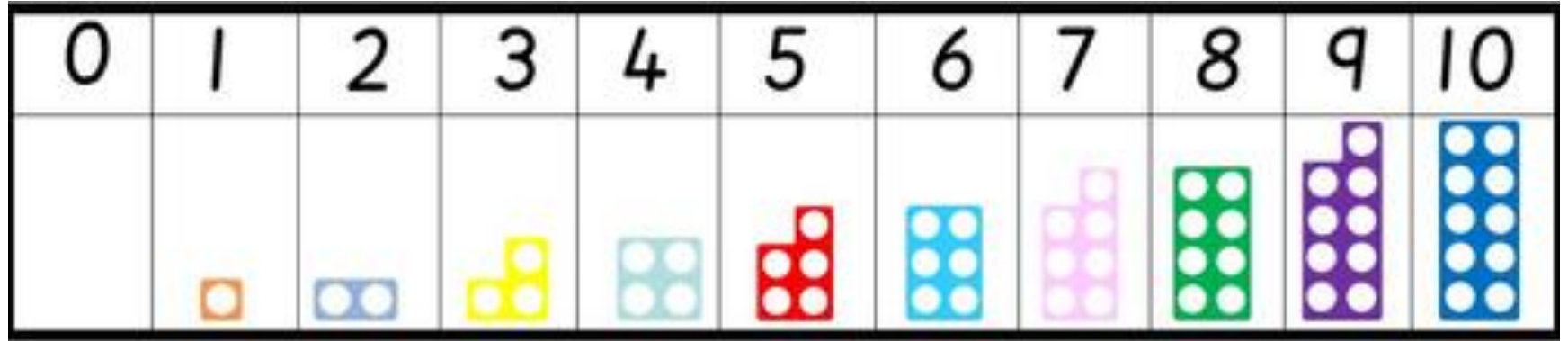
- I have 6 apples and 3 teddies. Please can you help me share them.
- I need to work out how many bricks I have in these 2 towers. Show me how I can work this out.

Teach your child that it's good get stuck! This is how we learn best. Allow time for resilience building.

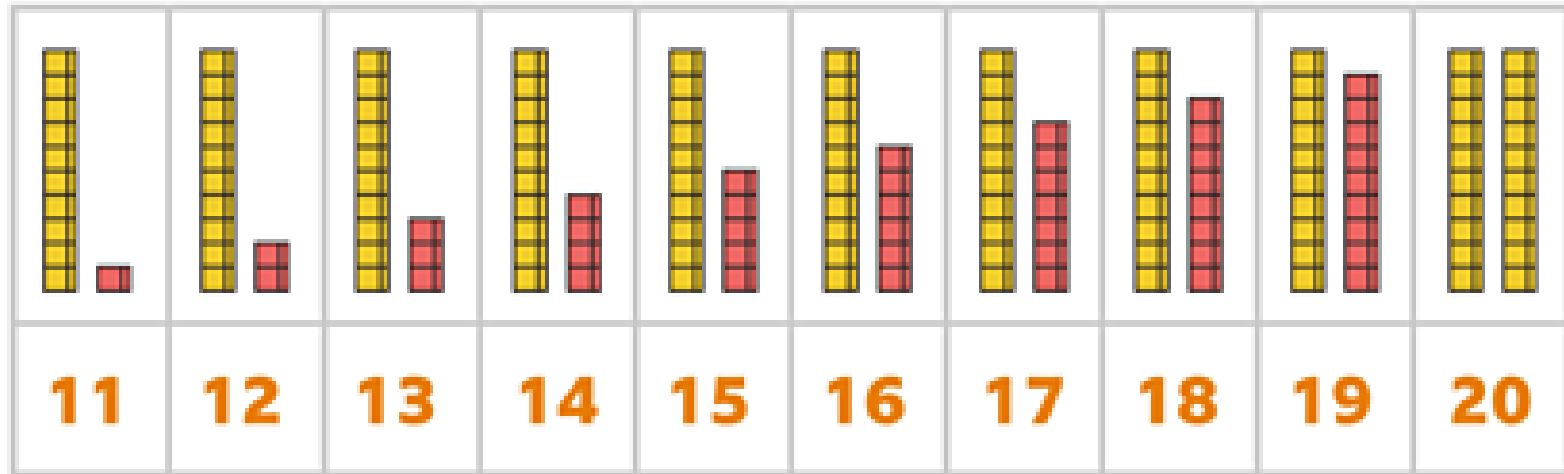
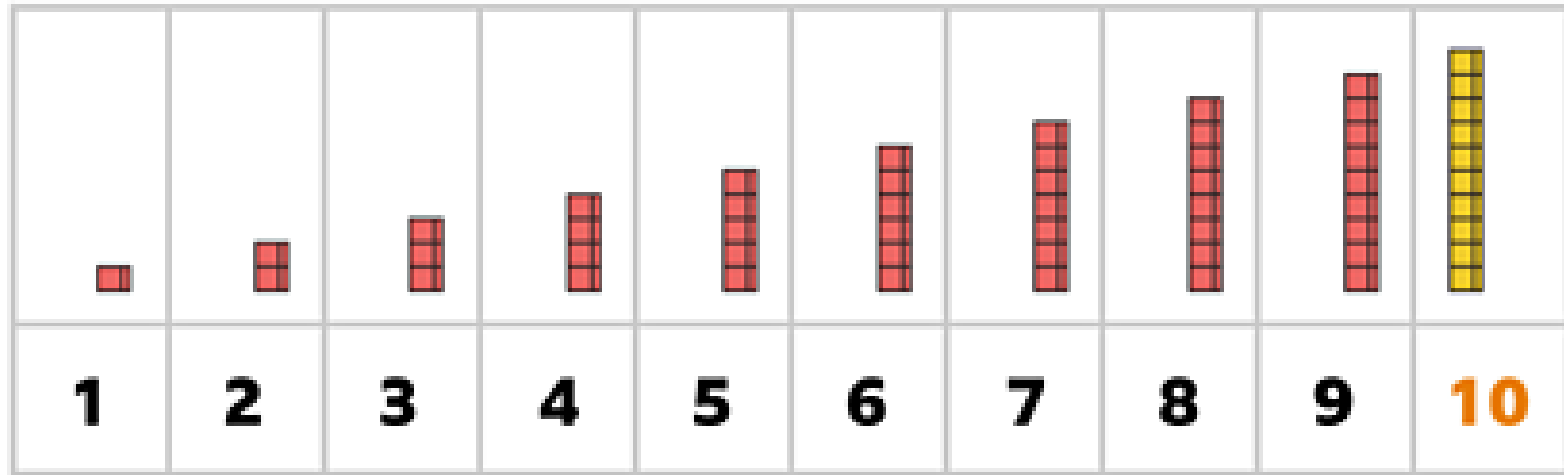
Maths-Number



Maths-Number



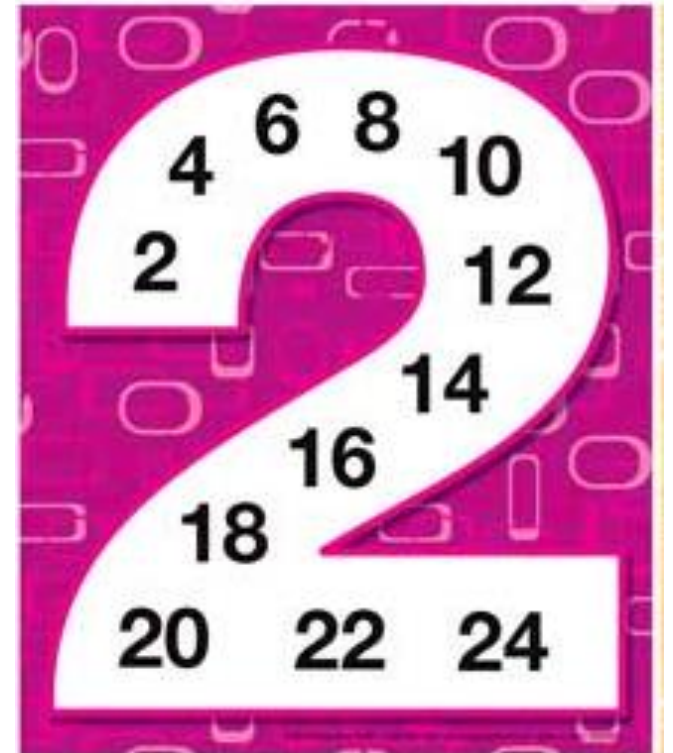
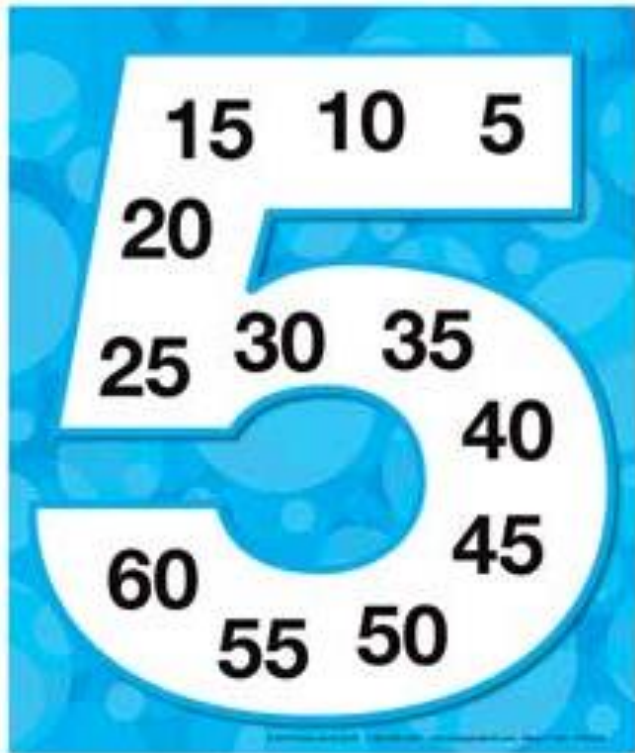
Maths-Number



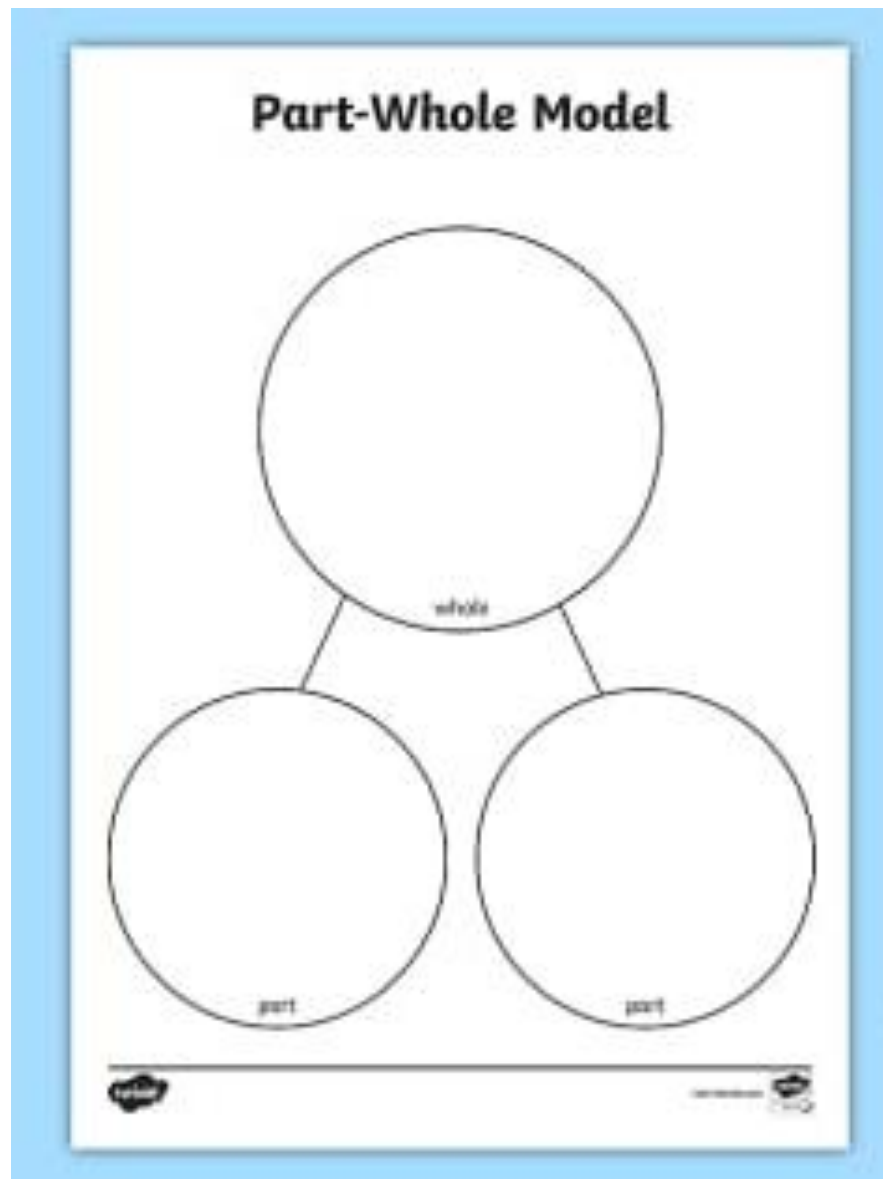
Maths-Number

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

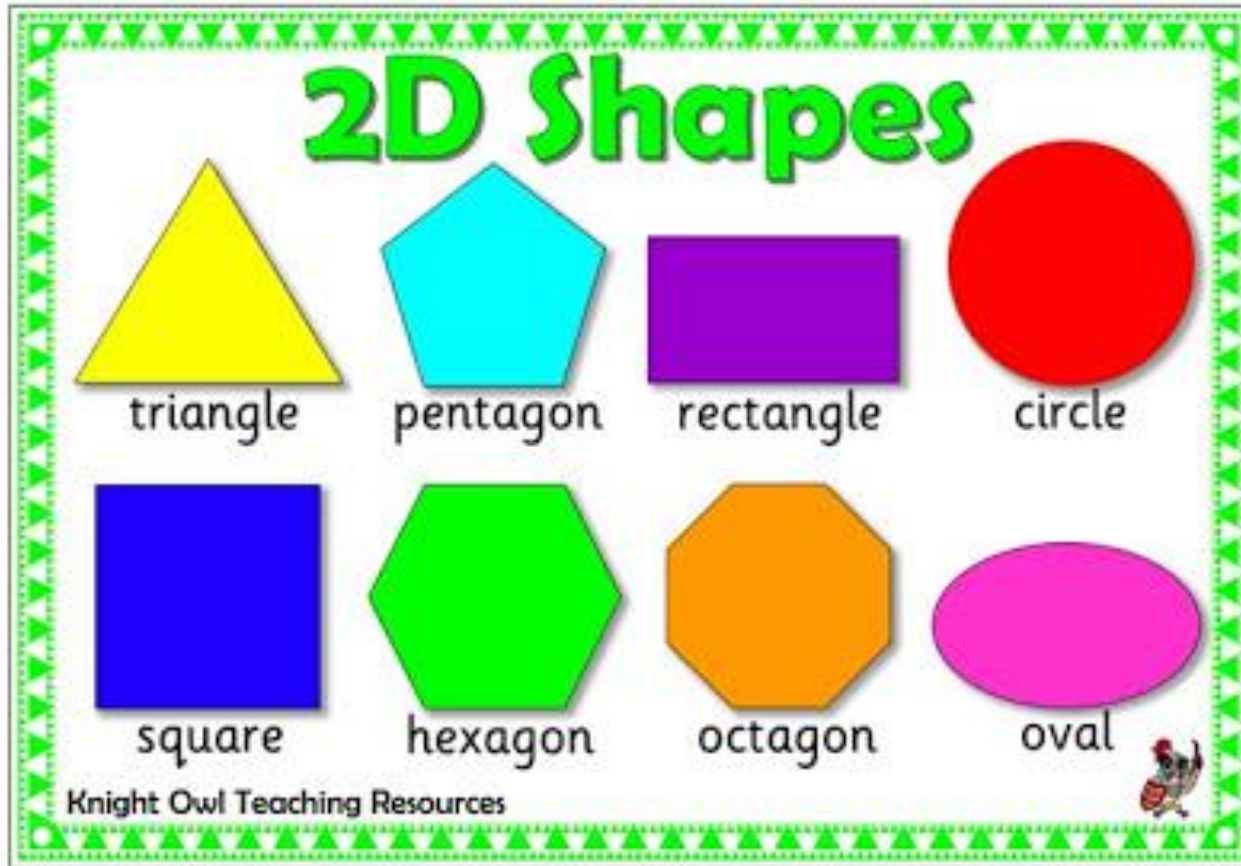
Maths- Number



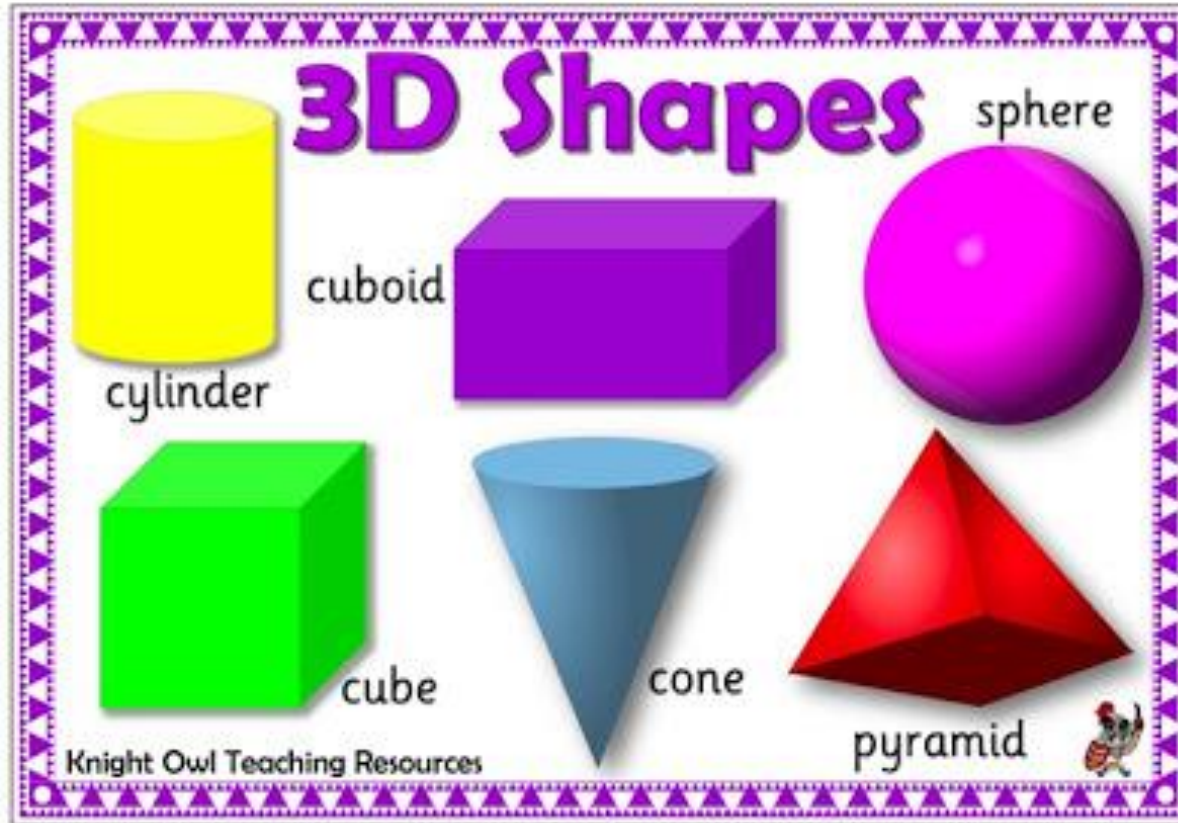
Maths- Number



Maths – Shape, Space and Measures



Maths – Shape, Space and Measures



Maths – Shape, Space and Measures- Money



Maths – Shape, Space and Measures- Time



one o'clock



Religious Education

Eucharist-Relating-Gathering

Special Words we

will learn

Welcome

Blessing

Listen

Pray

Mass

Sing

Gather

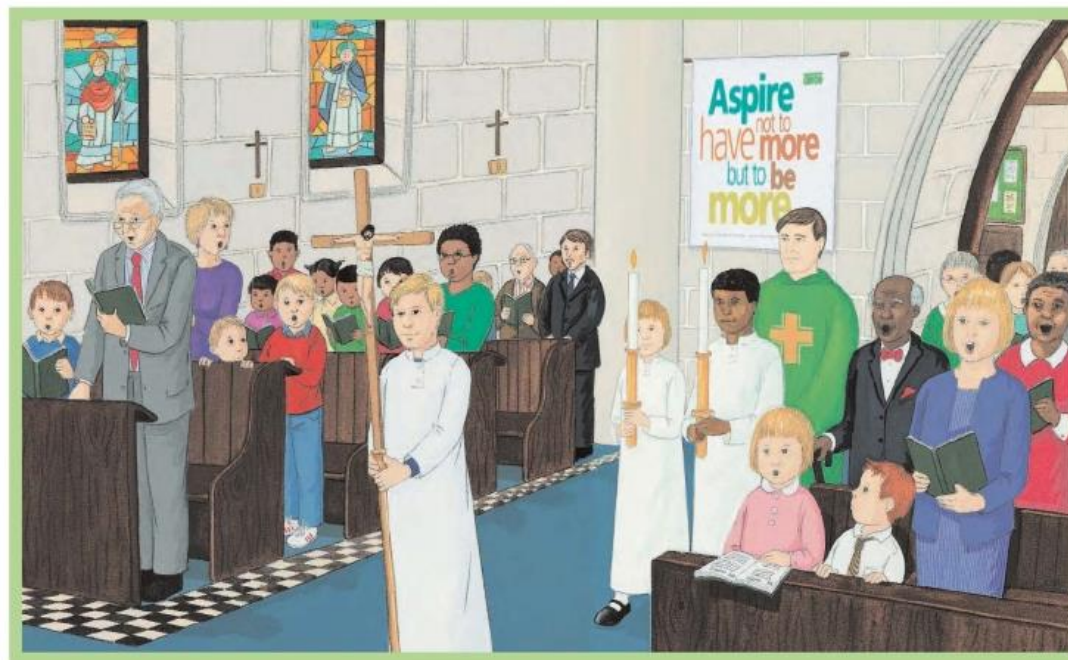
Together

Alone

Lectern

“The Lord be with
you.”

“And with your Spirit.”



The Church family come together to celebrate.

We will

Explore-How
and why people
gather together

Reveal-The joy
of gathering
together to
celebrate Mass.

Respond-By
having a
prayerful
celebration to
help us learn
that it is joyful
when people
gather.

Some children will begin to **talk** about the times they have gathered together with others.

Some children will begin to **talk** about how they felt.

Some children will begin to say what they **wonder** about the enjoyment of being together.



Religious Education

Lent-Easter-Giving

Special Words we will learn

Grow
Spring
different
Lent
Good Friday
cross
Easter Sunday

Jesus died on
Good Friday because
he loves all of us.



We will

Explore-Spring is a time when things begin to grow.

Reveal-Lent-a Time to grow in love to be more like Jesus and to look forward to Easter.

Respond-By having a prayerful celebration to help us learn that Lent is a time to grow in Love.

Some children will begin to **talk about** their own experience of 'growing'.

Some children will begin to **talk about** how they feel about 'growing'.

Some children will begin to say what they **wonder** about growing, themselves and in nature.

Science-The World

Reception Focus: (Understanding the World-The World)

To look closely at similarities, differences, patterns and change.



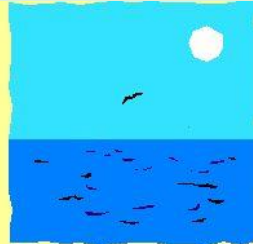
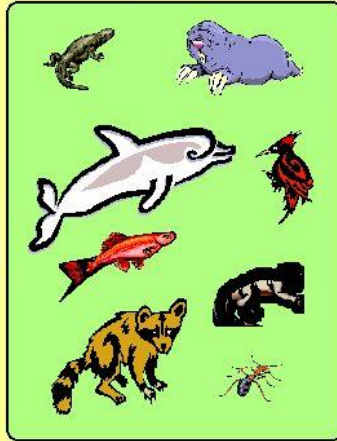
The Forest
Habitat



The Desert
Habitat

Animal Habitats

Please help us find our homes.



The Water
Habitat

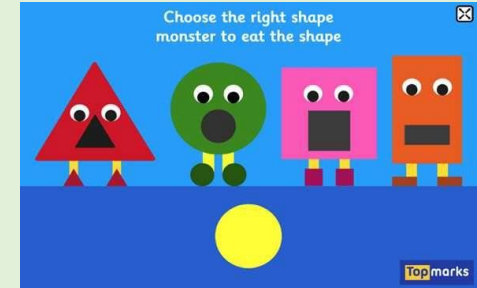


The Underground
Habitat

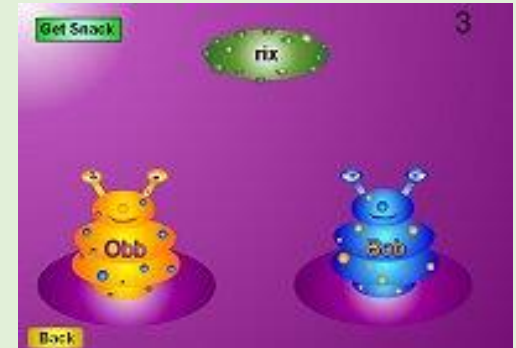
ICT – Technology

Reception Focus: (Understanding the World-Technology)

- To complete a simple program on a computer.
- To use ICT hardware to interact with age-appropriate computer



We will work on age appropriate software that helps complement the children's learning in other curriculum areas developing their use of touch screen technology.



We will learn about animals and where they live as we learn about habitats.

Key words

Animal names

Water/ocean/sea

Forest/woodland

Desert/dry/savanna

Underground

Home/Habitat

Geography-Places

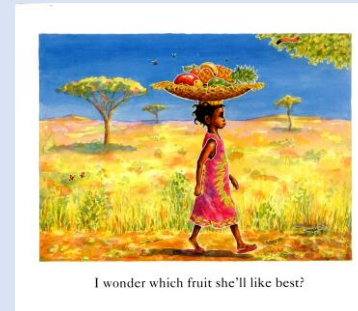
Reception Geography Focus: (Understanding the World-People and Communities and The World)

To look closely at similarities, differences, patterns and change.

We will link our work to Science as we study environmental geography and vocabulary linked to habitats and geographical features in the outdoor environment.



We will learn about cultures and countries, following on from our work on places in the United Kingdom last half term.



Key Words
Countries
World
Planet Earth
Places
Seas
Oceans
Cities
Towns
Countryside
Dessert
Savanna
Forest
Climate

Our geography work will link to our Laudato Si question-



How can we care for our brothers and sisters in our world?

DT- Designing, making and evaluating Boats

Reception Art and Design Focus: (Expressive Arts and Design- Exploring and Using Media and Materials and Being Imaginative)

We will focus on boats this half term to link in with our topic of 'We're Going on a Journey...' We will be developing our skills of looking at boat designs and evaluating them, creating our own boat designs and making boats using reusable materials, teaching the children about sustainability.

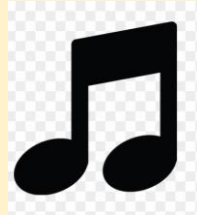
Key Words :

Boats
Materials
Design
Make
Build
Create
Cut
Join
Stick
Re-usable
Bottles



Music-Rhythm

Reception Music Focus: (Expressive Arts and Design-Being Imaginative)



Key Words

- Beat
- Steady
- Fast/faster
- Slow/slower
- Lively
- Calm
- Soft
- Rhythm
- Tempo
- Pitch
- High
- Low

We will focus on a unit called Out and About to link with our topic on We're going on a Journey. During our work we will play musical games using body percussion and untuned percussion to help us learn about pitch and high and low sounds.

PSHE-Me and my Relationships

Reception Focus:

(Personal, Social and Emotional Development-Making Relationships)



We will focus on understanding that we are special and that we have relationships with other people. We will learn that we share similarities with others and common interests. We will also learn that in relationships, we come to understand differences and to celebrate what makes us the same and different as others.

Key Words :

Care
Kindness
Understanding
Patience
Help
Same
Different
Relationships
Friendship



PE-Ball Skills and small sided games

Reception Focus:

(Physical Development-Moving and Handling and health and Self-Care)

We will focus on General Movement and Coordination as we work on developing our ball skills and small sided games.

We will continue to develop independent skills in learning to dress for PE.

We will focus on the awareness of the effect of exercise on our bodies and related to this, the need to rehydrate after physical activities.

We will also learn about Physical activity being important for our feeling of wellbeing.



Key Words :

Move
Jump
Walk
Hop
Run
Speed
Direction
Play
Stop
Roll
Throw
Catch

Foundation Subject

IMPACT QUESTIONS

Science- Animal habitats	What are the names of 3 animal habitats?
ICT – Technology	Show us a game on the computer that helps you with your number work.
Geography- Places	Tell me 1 thing you have learned about each of the countries we have studied this half term?
DT- Boats	Talk about how you designed and made your boat from reusable materials.
Music- Slow and Fast Sounds	Can you use your body to create a slow beat and a faster beat?
PSHE- Me and my Relationships	Name one way that you are special and talk about a friend or family member that is special and something you enjoy doing together.
PE-Ball Skills and small sided games	Can you roll a ball and stop it.