



# **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 is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's 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 and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

# National Curriculum

## Gospel Values, Catholic Virtues, Laudato Si & British Values



### Using our Secrets to Success...



## Roshenshine's Principles of Instruction & Jonathan Lear

### Curriculum Drivers and Teams

English  
Reading  
Writing  
Phonics  
SPaG

Maths  
Arithmetic  
Fluency  
Reasoning  
Problem Solving

RE  
Knowledge &  
Understanding  
Engagement &  
Response  
Analysis & Evaluation

History  
Music  
French (MFL)  
Computing

Geography  
Art  
DT

Science  
RHE/PSHE  
PE

Parents in Partnership & Pupil Voice

Being the 'Best we can be'

# **School Mission Statement**

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



**Amen**



# Marvellous Me



This term, we welcome our children into reception and celebrate how unique each of them are.

We will focus on learning about ourselves-exploring our likes and dislikes, our gifts and talents and coming to see that we are all different and special.

We will also focus on our families and where they live as well as focusing on learning more about our friends.

An overarching theme of this topic will be linked to Pope Francis's letter to the people of the world-Laudato Si as we learn to appreciate ourselves, learn to show compassion to other and come to appreciate and understand the importance of caring for the world-our common home. We will learn about the importance of reducing, reusing and recycling as we think about care for the world and will also start looking at nature, giving thanks to God for our beautiful world.

- **In History we will learn about change over time, our place in time and will learn about how Weymouth has changed over time.**
- **In Music we will learn to use our bodies as we create body percussion and will learn about beat and rhythm.**

## **How can I help my child with this topic:**

Talk to your child about how marvelous they are. Discuss their gifts and talents and also talk to them about the way they are kind and caring towards others.

Talk to your child about their lives from birth to now and share photographs showing how they have grown and changed over time.

The next few slides will show you some of the things 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

**Diagraph** - A type of grapheme where two letters represent one phoneme (sound) e.g. each

**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

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

**Segment** - Break a word into phonemes

**Blend** - Put the phonemes back together

**Key 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 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 – How to help your child...

### HOW TO HELP - Phonics/Spelling –

- Regularly share your child's phonics book with them to help them revise previously taught phonemes as well as helping them revisit the letter sounds we have recently taught in the class.
- Help your child read the Phase 2 and 3 '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). We list the focus words for each week in our Google Classroom Phonics task.
- Practise blending phonemes to help your child read decodable words.
- Please refer to the Storytime Phonics Sounds Mat on the following slide to help your child go over all their phonemes.
- Help your child be a 'letter spotter' as you work with them on looking for particular letters in the books you share.
- 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 Weymouth Library to build up an enjoyment of books and engage in the Reading Challenges that the library organizes.
- 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



# Phonics

This term, we are focusing on these Phase 2 phonemes.



Story Time Phonics  
Sound Mat

Help your child to practice recognising these phonemes.

Look for them in books.



# Reading

This half term, we are starting to focus on reading these Common Exception Words.

Phase 2

the

to

I

no

go

into

Phase 3

he all

she are

we my

me her

be

was

you

they

# Handwriting



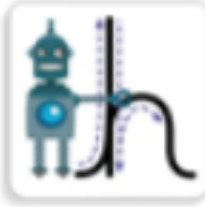
## Long Ladder Letters

i l t j u y



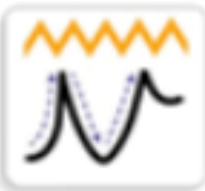
## Curly Caterpillar Letters

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 term, we are starting to work on pre-cursive letter formation and will be working on the Long Ladder Letters and the One Armed Robot 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.

**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 – How to help your child ...

## 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.

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

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

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.

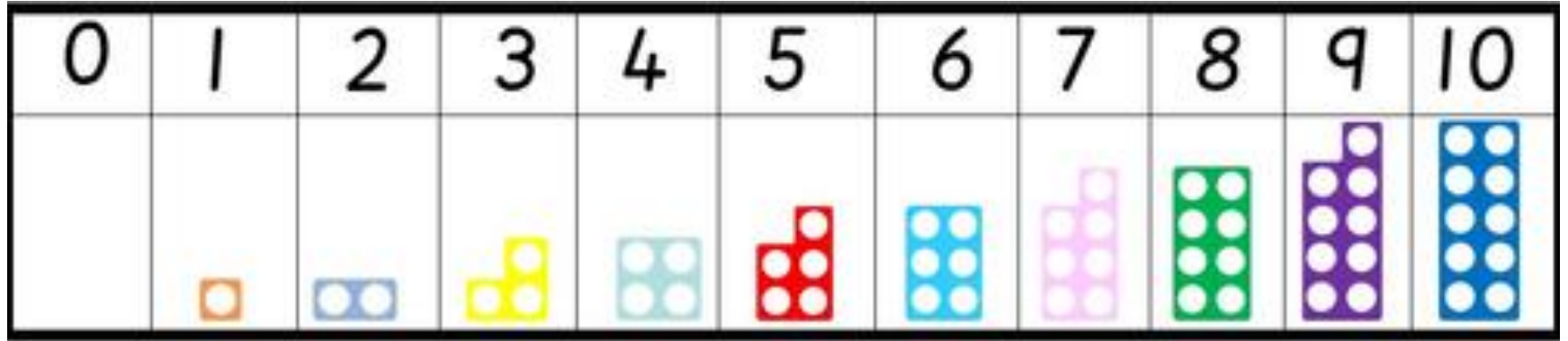
Teach your child that it's good get stuck! This is how we learn best. Allow time for resilience building.

# Maths-Number

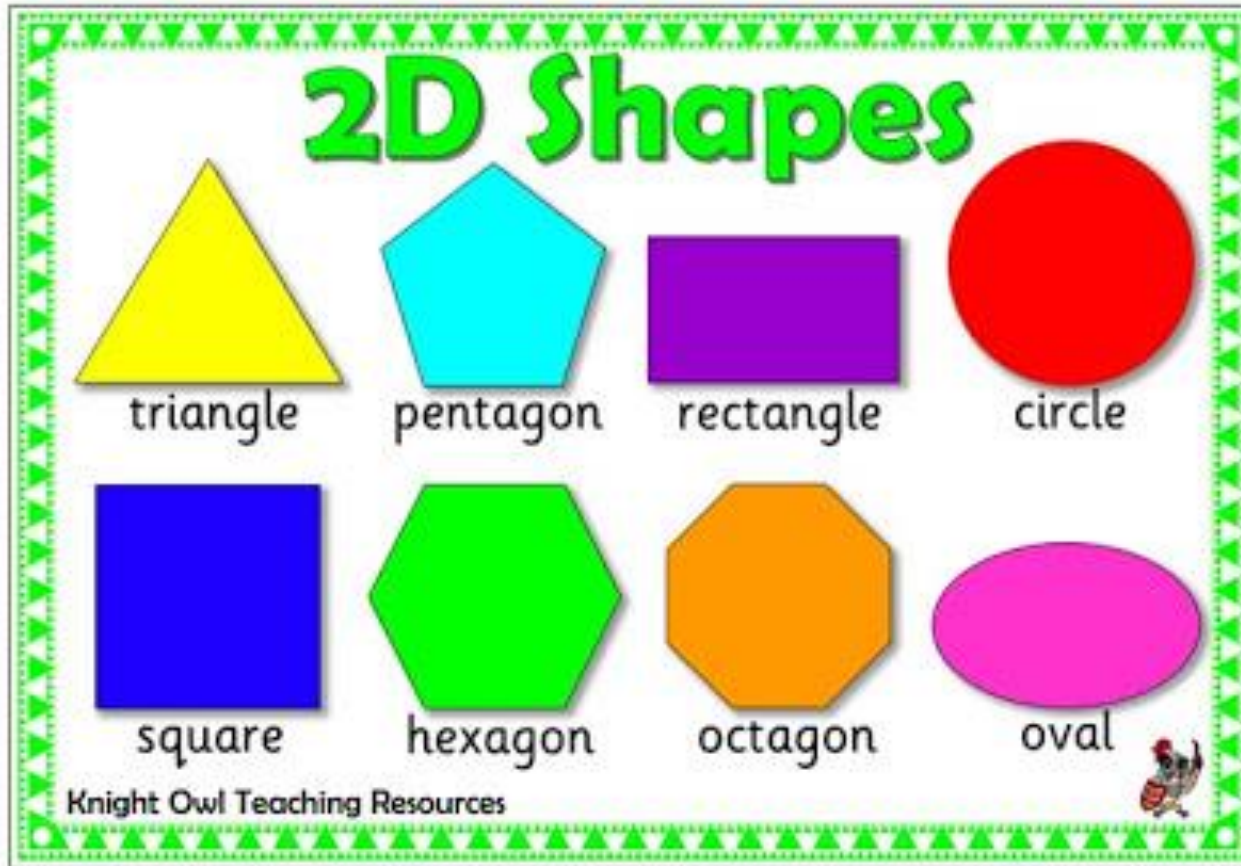




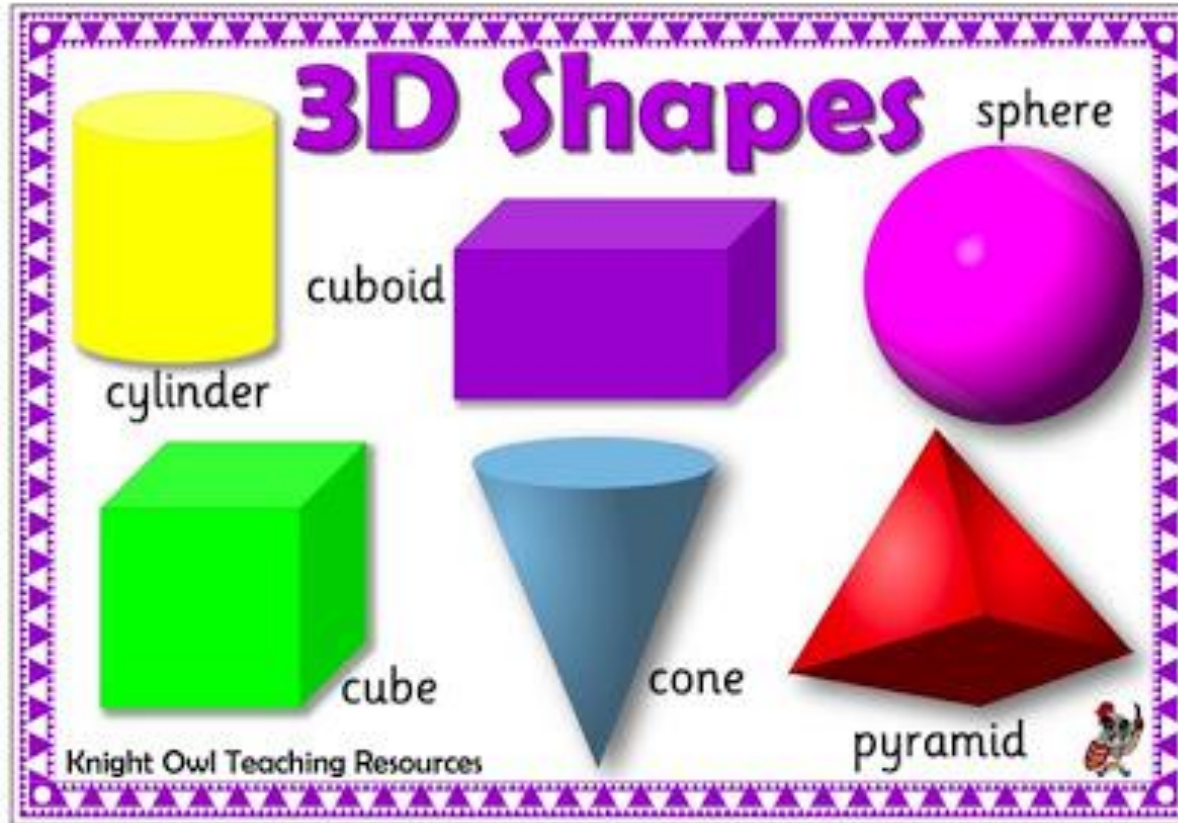
# Maths-Number




# Maths – Shape, Space and Measures



# Maths – Shape, Space and Measures



# Religious Education

## Domestic Church Family-Myself

### Key Words

**Myself**

**Name**

**Christian**

**First name**

**Family name**

**Class name**

**Precious**

**Parent**

**God**

**Love**

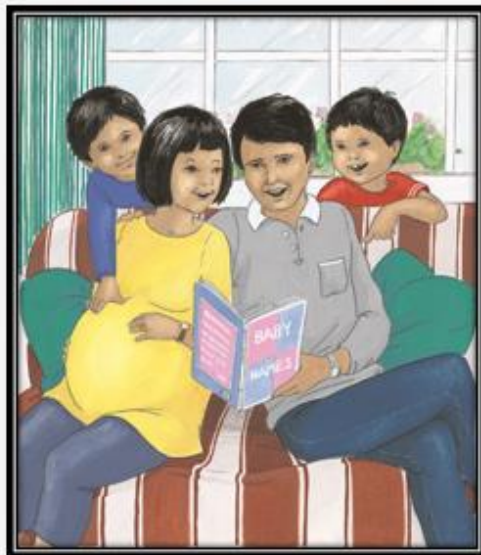
**Loving Parent**

**Prayer**

### Key Questions

**How am I  
precious?**

**How do I  
know God  
loves me?**



Who do think these people are?  
What are they doing?  
Look at their book. They are choosing  
a name for their new baby.  
Who chose you name?

God says:

You are precious to me.

I love you.

I know you.

I know your name.

I call you by your name.

You are my child

Isaiah 43 1:2  
(Come and See)

**Explore-The  
Importance  
of my name.  
Reveal-God  
knows and  
loves me and  
each one by  
name.  
Respond-By  
having a  
prayerful  
celebration to  
help us learn  
that God  
knows and  
loves us and  
each one by  
name.**

# Religious Education

## Baptism/Confirmation Belonging-Welcome

### Key Words

Welcome

Welcomed

Belong

School class

Baptism

Baptise

Water

Candle

In the name of...

Family

Priest

White Garment

Godparents/font



### Key Questions

How do we show people that they are welcomed?

How is a baby welcomed into a family?

How are we welcomed into God's family?

**Explore-What**  
it is to  
**welcome and**  
**be welcomed.**

**Reveal-**  
**Baptism-a**  
**Welcome to**  
**God's**  
**Family.**

**Respond-By**  
having a  
prayerful  
celebration to  
help us learn  
that we are  
welcomed and  
Baptism is a  
welcome to  
God's family.



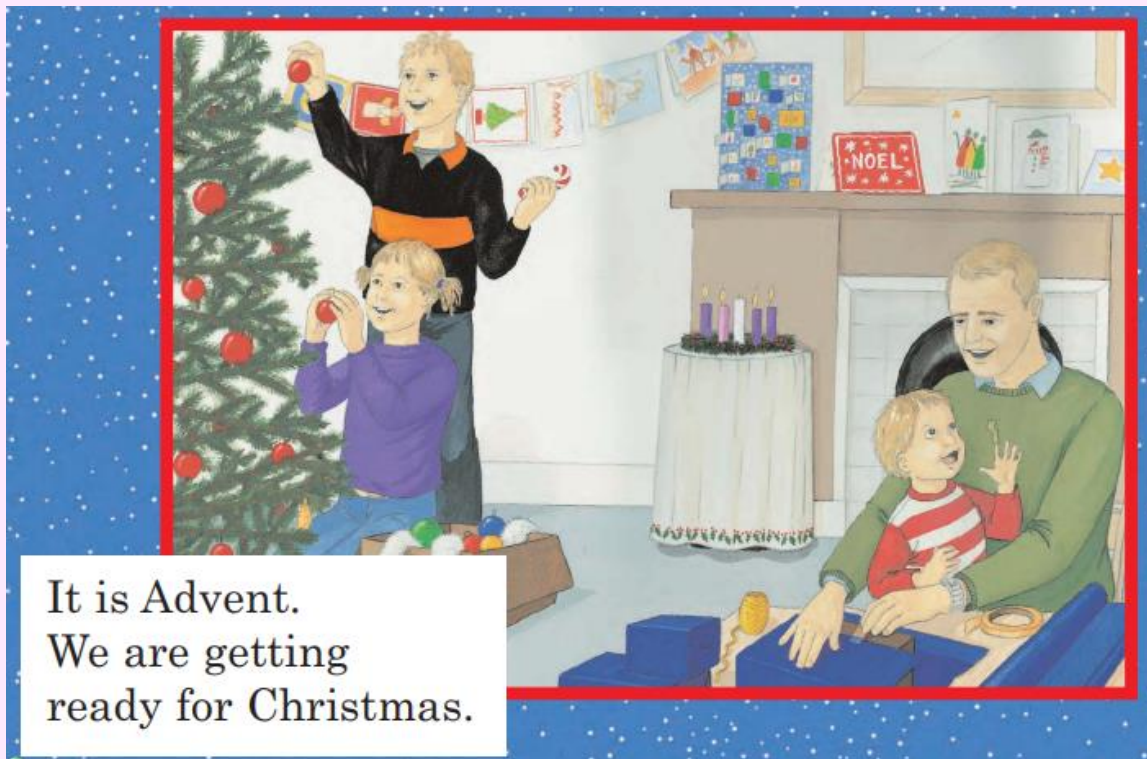
# Religious Education

## Advent and Christmas Loving: Birthdays

### Advent: Looking forward to Jesus' birthday

#### Key Words

birthday  
waiting  
wreath  
celebrate  
Christmas  
Advent  
God  
Jesus  
Mary  
Joseph  
swaddling clothes  
manger  
crib  
shepherds  
Wise men



#### Key Questions

Why do we  
celebrate  
birthdays?

Why do we  
receive  
presents on  
Jesus'  
Birthday?



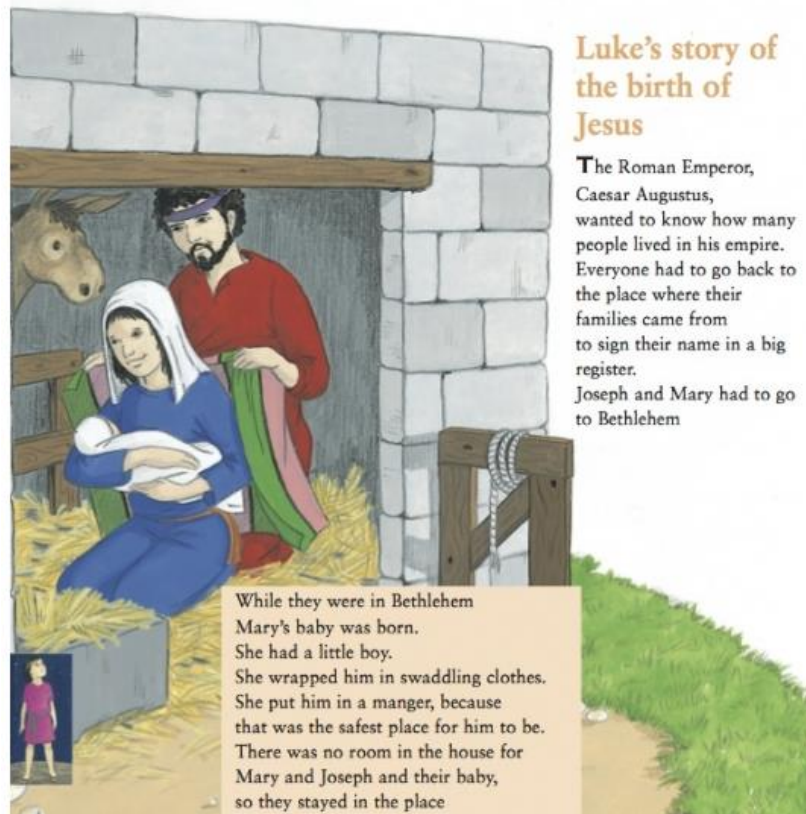
# Religious Education

## Advent and Christmas Loving: Birthdays

### Advent: Looking forward to Jesus' birthday

#### Key Words

birthday  
waiting  
wreath  
celebrate  
Christmas  
Advent  
God  
Jesus  
Mary  
Joseph  
swaddling clothes  
manger  
crib  
shepherds  
Wise men



#### Luke's story of the birth of Jesus

The Roman Emperor, Caesar Augustus, wanted to know how many people lived in his empire. Everyone had to go back to the place where their families came from to sign their name in a big register. Joseph and Mary had to go to Bethlehem

While they were in Bethlehem Mary's baby was born. She had a little boy. She wrapped him in swaddling clothes. She put him in a manger, because that was the safest place for him to be. There was no room in the house for Mary and Joseph and their baby, so they stayed in the place

#### Key Questions

Who can we see in the stable?

How did the shepherds celebrate the birth of Jesus?

How did the Wise Men celebrate the birth of Jesus?

How do we celebrate the birth of Jesus every year?

# Science-The World

## Reception Focus: (Understanding the World-The World)

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

Autumn



Winter



Spring



Summer



## Key words.

seasons

Autumn

Winter

Spring

Summer

change

We will look at  
seasonal  
changes in the  
outdoor  
environment.

We will use our  
senses to  
help us learn  
about  
world around us.

## Key words

seeing

hearing

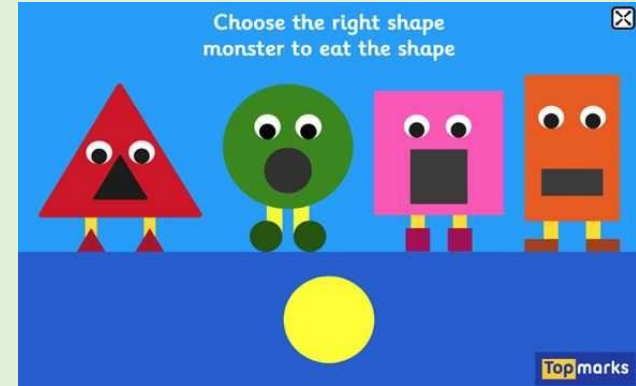
tasting

smelling

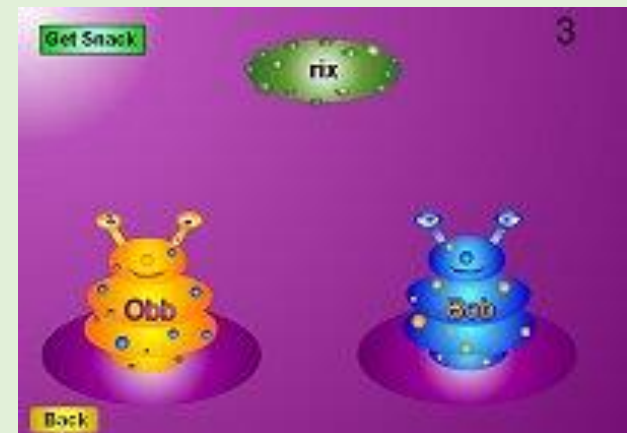
touching



# ICT – Technology



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.



# Geography-Where we live

**Reception Geography Focus: (Understanding the World-  
The World)**

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



We will talk  
about where we  
live  
and explore  
geographical  
features.

## Key Words

House  
Home  
Rooms  
garden  
Street  
town  
Seaside  
Beach  
Coast  
Sea  
Land  
Hills  
Fields  
Trees  
Town



# History-Change over Time

**Reception History Focus: (Understanding the World-  
People and Communities)**

We will talk about how we have grown and  
changed over time and to link in with our  
Geography work, we will look at how  
Weymouth has changed over time.

## Key Words

Now / Then  
New / Old  
Change  
Time





# Art-Natural Art Sculpture

Reception Art and Design Focus: (Expressive Arts and Design)



Key Words :

Nature  
Objects

Leaves  
Stones  
Create  
Make  
Sculpture

We will focus on looking at the Natural world and changes in Nature.

Using objects found in the natural outdoor environment, we will look at the work of Andrew Goldsworthy as we create our own natural sculptures.

# Music-Dynamics

Reception Music Focus: (Expressive Arts and Design)



Key Words

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



We will focus on producing sounds with our bodies and percussion instruments. During our work we will play musical games using body percussion and un tuned percussion to help us learn about keeping a steady beat and tempo and to making loud and quiet sounds.

# PSHE-Looking After My Special People

**Reception Focus:**  
(Personal, Social and Emotional Development-Making Relationships)



We will focus on caring for others as part of our work on Laudato Si and being 'Helping Heroes' ourselves.

We will discuss the importance of caring and will explore ways we can help each other at school and help our families at home.



**Key Words :**

Care  
Kindness  
Understanding  
Patience  
Help

# Relationships and Health Education

**Reception Focus:**  
(Personal, Social and Emotional Development-Making Relationships)

**EYFS Module One: Created and Loved by God** explores the individual. Rooted in the teaching that **we are created by God out of love and for love**, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

**EYFS Module 2: Created to Love Others** explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

**EYFS Module Three: Created to Live in Community** explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:



Using the Life to the Full Programme from Ten Ten resources, we will explore how we are created and loved by God. In our work we will learn that we are all different and special. We will learn that we can share with others and be kind to those we meet as we make meaningful friendships. We will also learn to value the goodness we see in others.



## PE-General Coordination

Reception Focus:  
(Physical Development)



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

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.

Key Words :

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

## Impact Questions

**Science**-Can you name something you can see, hear, touch, smell or taste in the world around you?

**ICT** – Can you show me how to play a game on the White board that shows you can move things on the screen.

**Geography**- Can you draw a picture of your street including what you can see there.

**History**-Can you draw a picture of a landmark of Weymouth long ago and Weymouth now?

**Art**-Can you make a natural art sculpture?

**Music**-Can you make a loud sound and then a quiet sound?

**PSHE and RHE**-Can you name 3 ways you can be kind to a friend?

**PE**-Can you run, jump and stop?