



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 help others?



Our Focus Gospel Values this half term are...



How do you show compassion to others?

School Mission Statement

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



Amen

Helping Heroes



This half term, Reception are learning about people who help us. We will start by thinking about helping heroes at home and school as we think about our families and our friends and everything they do for us. We will then move on to thinking about people who help us in the wider world, such as those that work for the emergency services and people who work hard in our town and in the wider world to care for others and to care for our wonderful world.

We have lots of exciting things planned, including:

- **Art work linked to portraits as we work with pencils, paints, pastels, collage materials and clay.**
- **Science work linked to exploring sound and light.**
- **Music linked to Special people as we learn about beat and rhythm.**
- **Presenting our Reception Nativity Play to you online.**

How can I help my child with this topic:

Talk to your child about the way that family members help one another and through their actions are 'helping heroes.' Perhaps also talk about the jobs or hobbies that family members have that demonstrate service for others.

Ask your child to make a 'Helping Heroes' thank you card to give to a family member that works hard to help others.

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 – Knowledge

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, 3, 4 and 5 '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 -

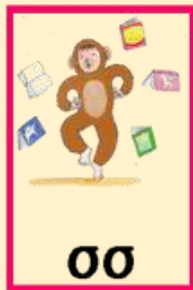
- Read a range of books to your child
- When your child reads to you, help them focus on short words and look for the letters that you know they have recently worked on at school.
- Visit Weymouth Library to build up an enjoyment of books and engage in the Reading Challenges that the library organizes.
- 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 half term, we are focusing on these Phase 3 phonemes.



Help your child to practice recognising these phonemes.

Look for them in books.

Story Time Phonics Sound Mat



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

Phase 4

said there
have little
like one
so when
do out
some what
come
were

Phase 5

oh
there
people
Mr
Mrs
looked
called
asked
could

Handwriting



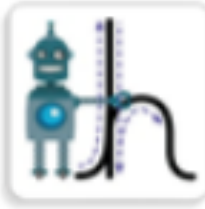
Long Ladder Letters

i l t j u y



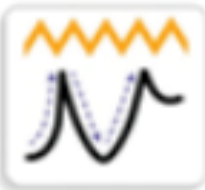
Curly Caterpillar Letters

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 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.

Weight- 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.

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.

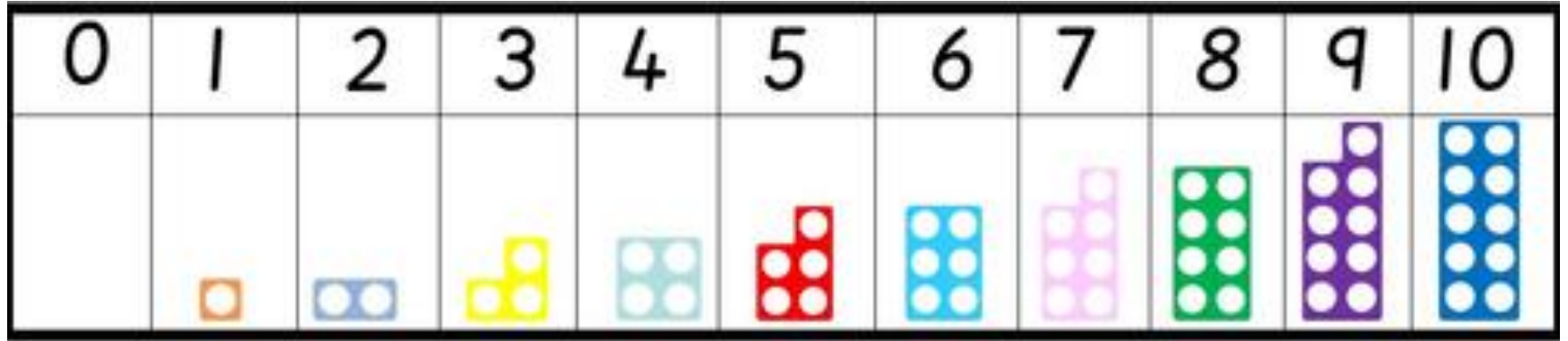
- I have 6 apples and 3 teddies. Please can you help me share them.
- I need to work out how many bricks I have in these 2 towers. Show me how I can work this out.

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

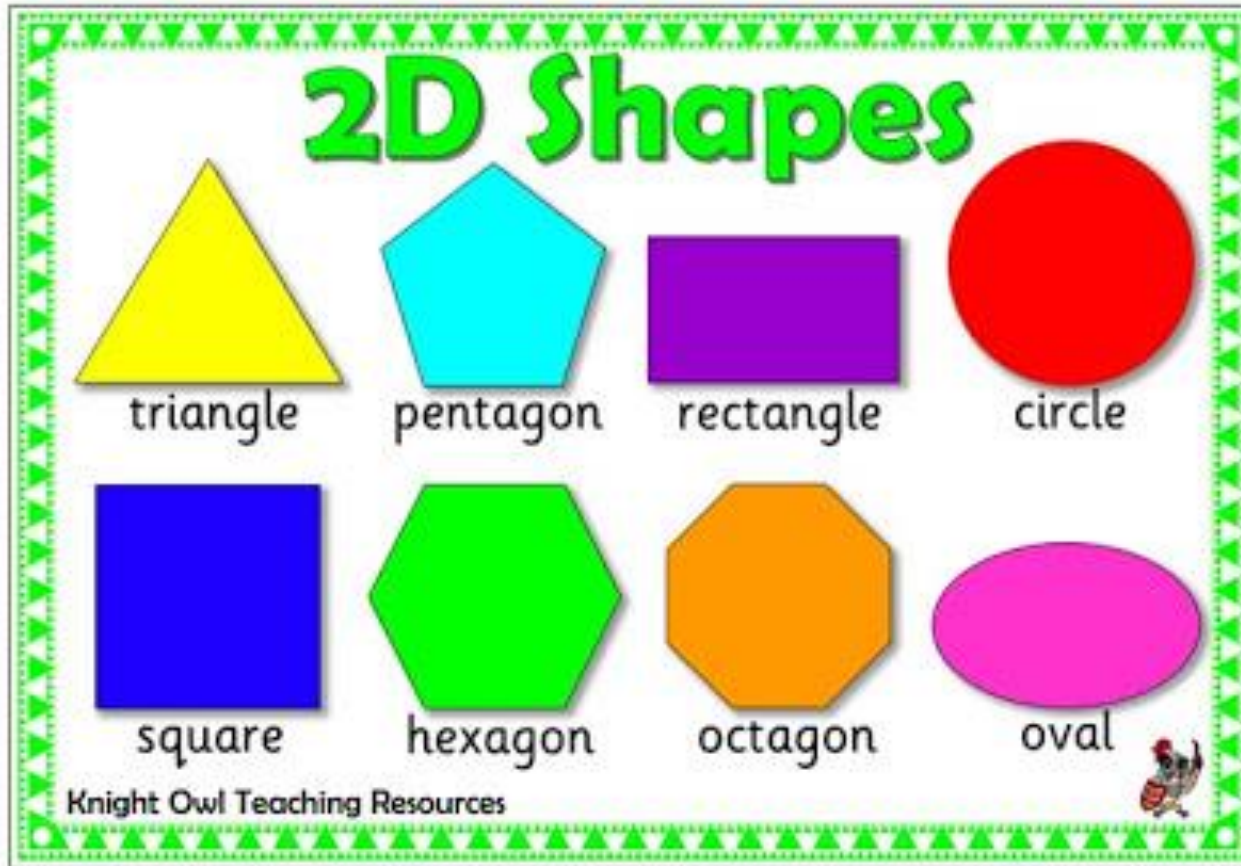
Maths-Number



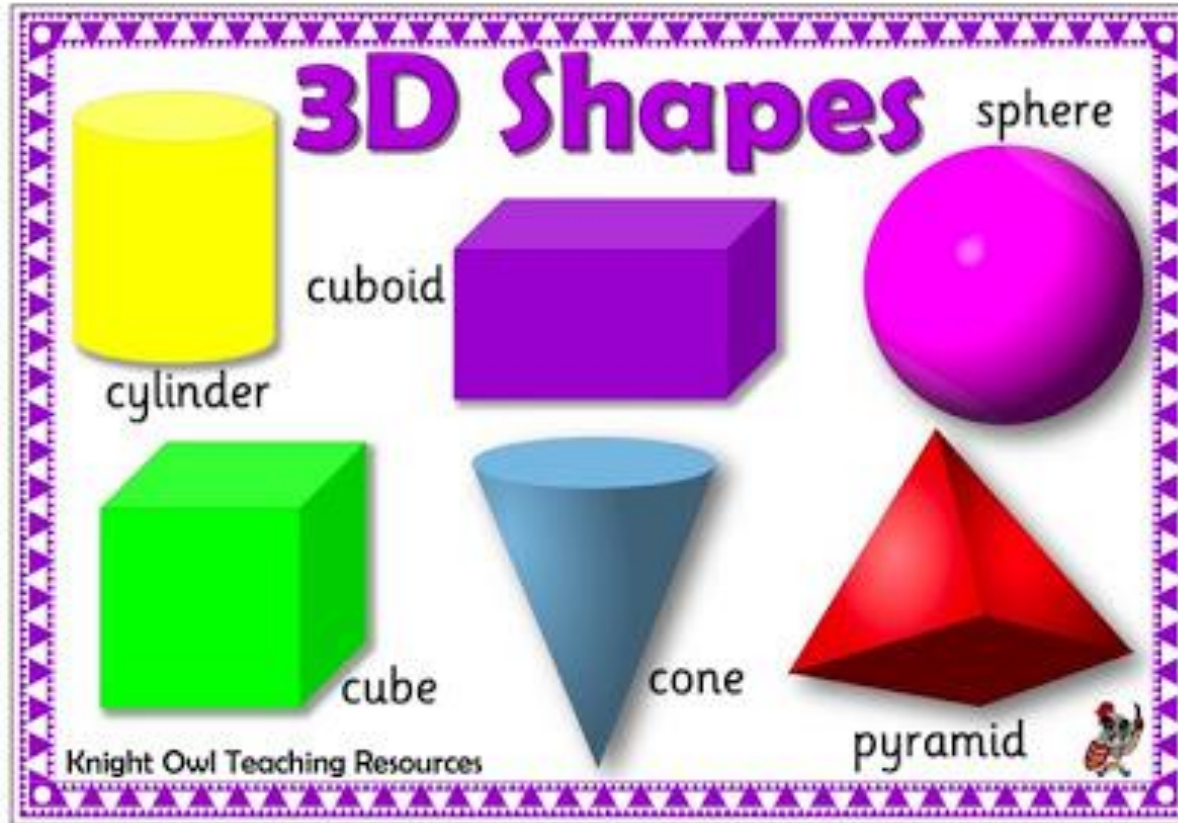
Maths-Number



Maths – Shape, Space and Measures



Maths – Shape, Space and Measures



Religious Education

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?

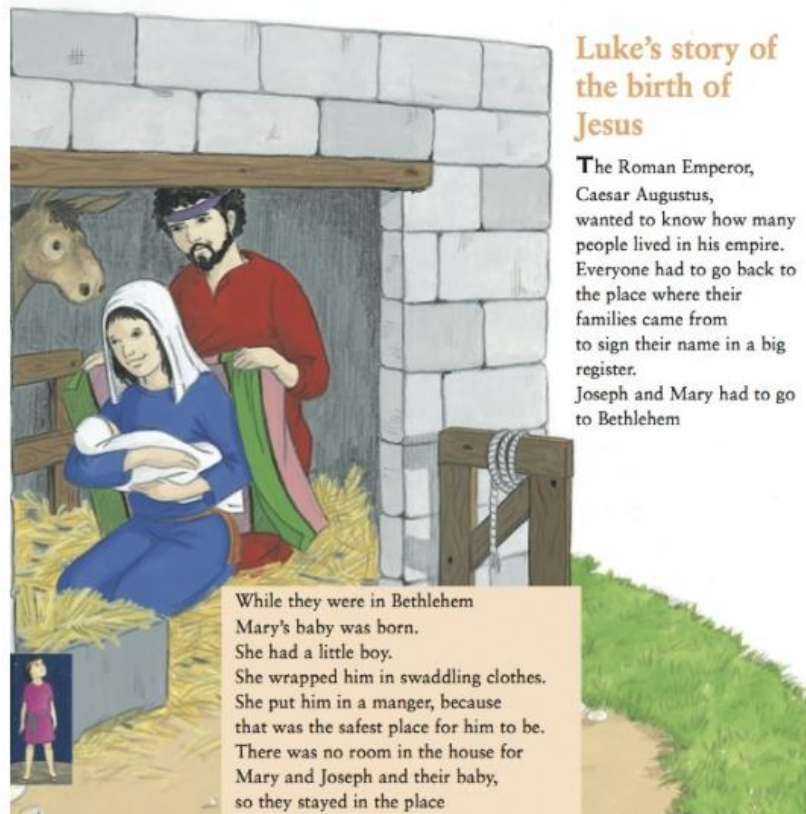
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Mary
Joseph
swaddling clothes
manger
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shepherds
Wise men



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.



We will continue to
Look at seasonal
changes in the
outdoor environment.

Key words.

seasons
Autumn
Winter
Spring
Summer
change

We will learn about
light and sound
sources to link in with
our work on the
emergency services.

Key words

Light /dark
Night/day
Natural/ man made
Loud/quiet



Sources of sound are
all around us.

What causes all these different types of sound?

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Autumn



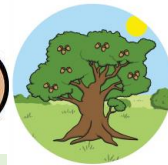
Winter



Spring



Summer



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.



Geography-Our Town

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

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



**We will talk
about our town
and explore
geographical
features.**

Key Words

Seaside
Beach
Coast
Sea
Land
Hills
Fields
Trees
Town



History-Helping Heroes

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

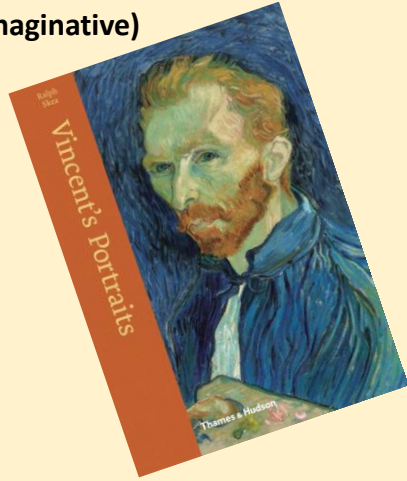
To enjoy joining in with family customs and routines.

**We will talk about members of our family and
people we know that had jobs or have jobs (or
who volunteer,) to help other people. We will
link this to our work on Helping Heroes.**



Art-Portraits

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



Key Words :

Paint
Pastels
Pencils
Pens
Clay
Lines-straight, curved, zig zag
Shapes
Colour
Shades
Blending-mixing

We will focus on portraits this half term. We will spend time looking at ourselves in mirrors and looking at our friends. We will look at the portrait work of portrait artists such as Vincent Van Gogh and Pablo Picasso as we learn about the style of his work and then use his work on shapes and lines to help us with our own work.



Music-Rhythm

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



Key Words

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



We will focus on a unit called Special People to link in with our topic of Helping Heroes. During our work we will play musical games using body percussion and untuned percussion to help us learn about keeping a steady beat and tempo.

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



PE-Dance

Reception Focus:

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

Dance

We will focus on
General Movement and
Coordination
Basic exploration of
movement-walking-
running-jumping-
hopping.

Exploring speed,
direction and levels of
movement.

To develop
independence skills in
learning to dress for PE.
Awareness of effect of
exercise

Ongoing work on the
effect of exercise on the
body and the need to
rehydrate after physical
activities.



Key Words :

Dance
Move
Jump
Walk
Hop
Run
Speed
Direction

Foundation Subject

IMPACT QUESTIONS

Science-The World

What are the names of 3 sources of light and 3 sources of sound?

ICT – Technology

Can you play a game on the computer that helps you with your reading?

Geography-Our Town

What are the names of 3 places in Weymouth that you like to visit?

History-Helping Heroes

What are the names of 3 jobs that people do to help others?

Art-Portraits

Can you use different lines to create a portrait of yourself ?

Music-Rhythm

Can you play a steady rhythm using a part of body or an instrument?

PSHE-Looking After My Special People

What are 3 ways that you can help someone in your family?

PE-Dance

Can you create a dance where you move your body in different ways?