



# **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 God's  
Natural World?



## Our Focus Gospel Values this half term are...



How can you show compassion and kindness  
to others?

# **School Mission Statement**

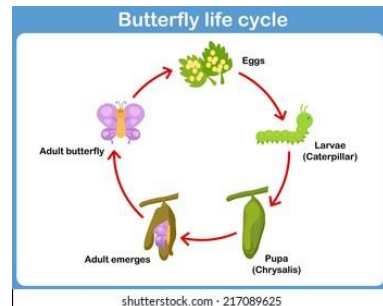
**Lead us Lord,  
To act justly,  
To love tenderly,  
And to walk humbly.**



**Amen**



# Get, Set, Grow.



This half term, we're learning about growth. We will focus on plant growth and the conditions needs for plants to grow and thrive and will move onto learning about animal growth with a focus on animal life cycles.

When learning about plant growth, we will learn about the seasons and how Spring is a season where we see new life in plants and also in animals.

We will learn that plants need water and sunlight to help them grow and the children will plant seeds and over the coming weeks, will care for these and observe their growth.

We will also carry out a science investigation to help us learn 1<sup>st</sup> hand, what happens when a plant doesn't have water or sufficient light to help it grow.

When learning about animal growth, we will focus on Life Cycles. We will learn about hens, butterflies and frogs and learn how these animals start their lives and grow and change.

How you can help your child with this topic:

Please talk to your child about the Seasons.

Take them outside to observe the world around them and to see how the environment is changing as we have now left Winter and are in the season of Spring.

If you are able to, please grow plants at home. Talk about the conditions that plants need to help them grow and ask your child to remember to water their plants as well as to place them in a spot that gives them access to light.

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 continue to work with the child on their school reading books and also access the reading planet online books. 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...



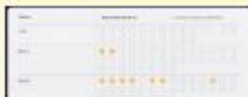
Your child could choose a letter of the alphabet and then play an 'I Spy' game as they look for words beginning with that letter. 'I Spy with my little eye, a word beginning with a...' etc...

### 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



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# Phonics

This half term, we are learning to read words containing the consonant blends shown together with our Phase 2 and Phase 3 Phonemes.

Help your child to practice saying these sounds.

Try spelling words containing these blends 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-4-games.html>

These games will contain a range of 4, 5 and 6 letter words for your child to work on.

## Phase 4 Phonics sound mat

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  skull	lt  belt		
lp  lorry	lf  half	lk  milk	pt  receipt	xt  text	tr  tree	dr  dragon	gr  grass	cr  crown	br  brush
fr  fridge	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown	sl  slug	sp  spoon	st  starfish	tw  twins
sm  smile	pr  pram	sc  scarf	sk  skunk	sn  snail	nch  bench	scr  screw	shr  shrew	thr  thread	str  straw

# 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.

## 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



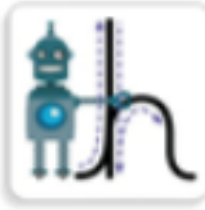
## Long Ladder Letters

i l t j u y



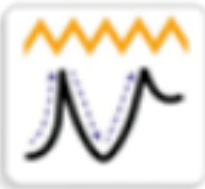
## Curly Caterpillar Letters

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 Curly Caterpillar Letters. We will also work on introducing the children to the Zigzag Monster 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.

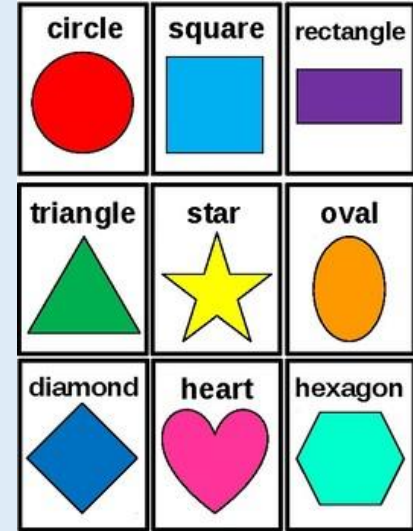
**Order** –putting things into their correct place following a specific rule.

**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 clock face and discuss how clocks measure time.

## HOW TO HELP - Problem Solving -

Set your child practical activities to develop their skills.

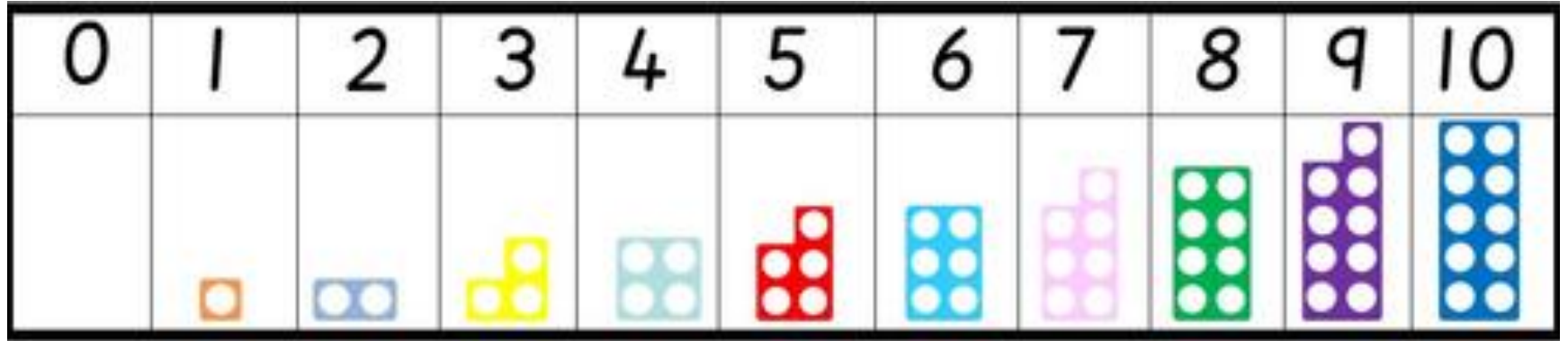
- I have 6 apples and 3 teddies. Please can you help me share them.
- I need to work out how many bricks I have in these 2 towers. Show me how I can work this out.

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

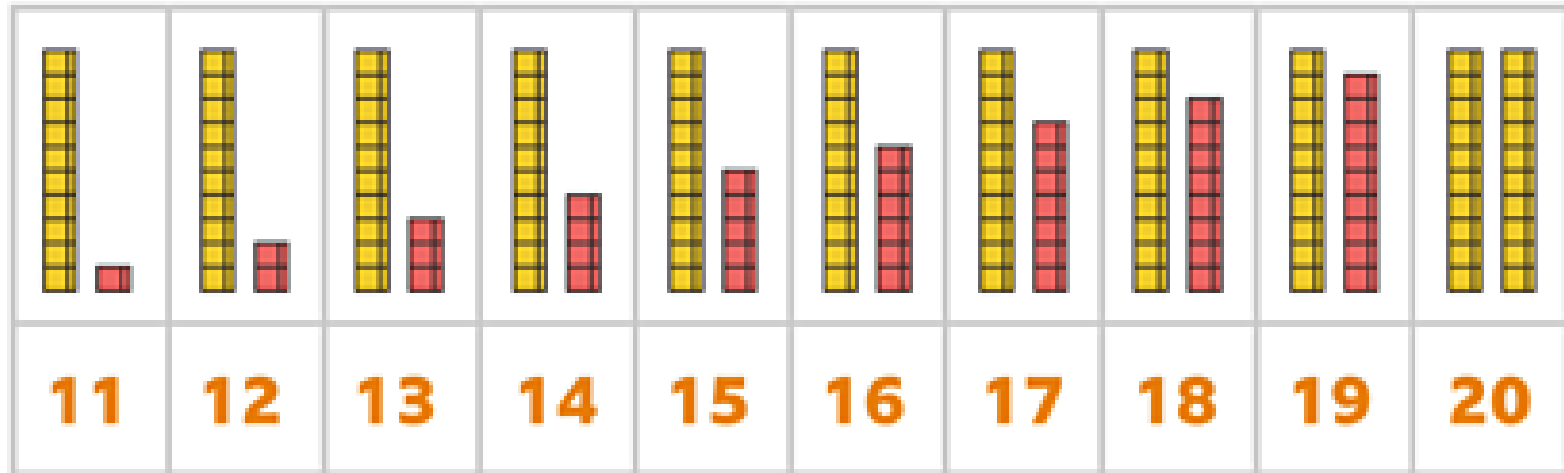
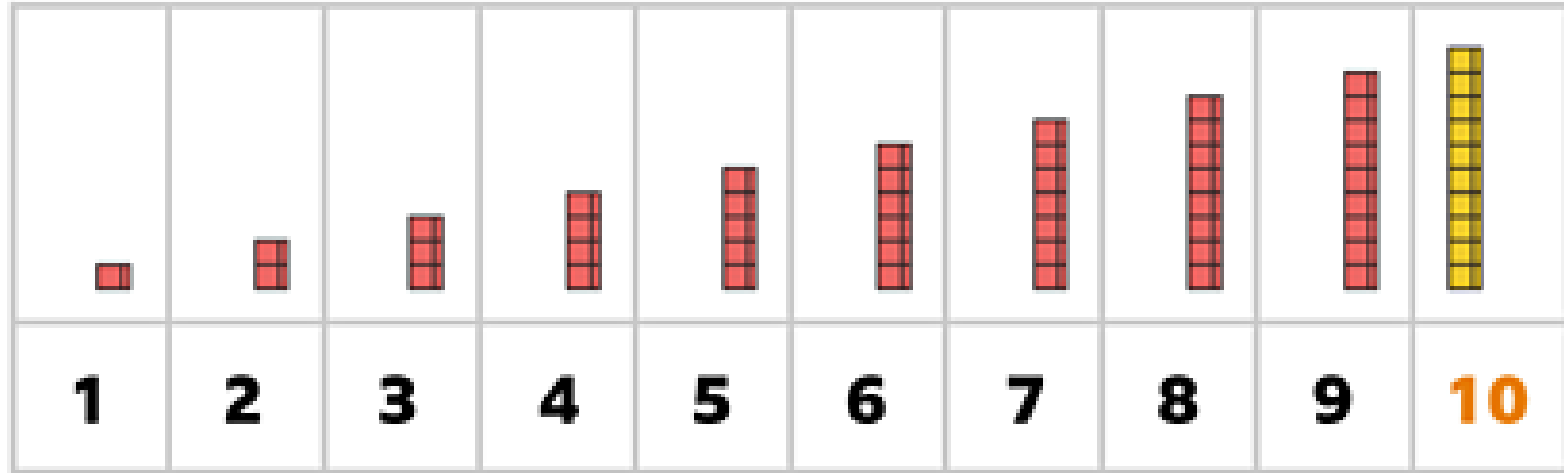
# Maths-Number



# Maths-Number



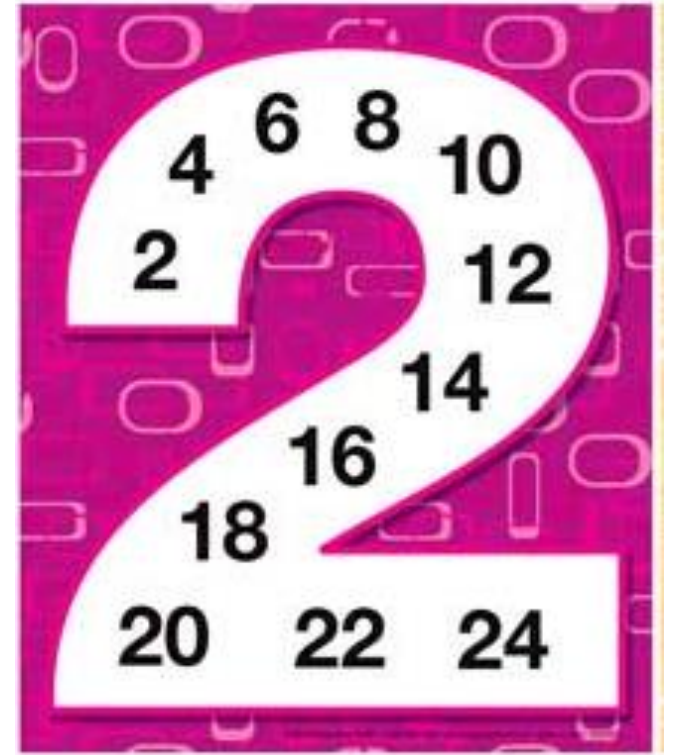
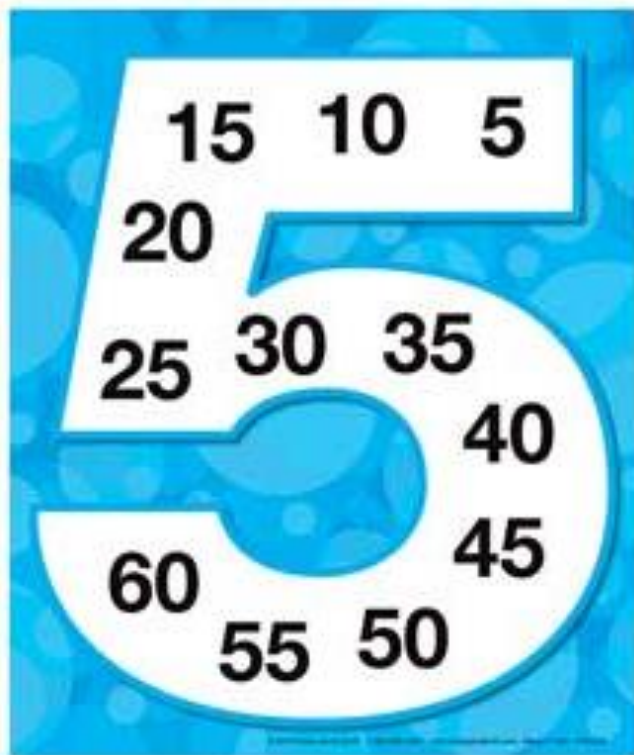

# Maths-Number



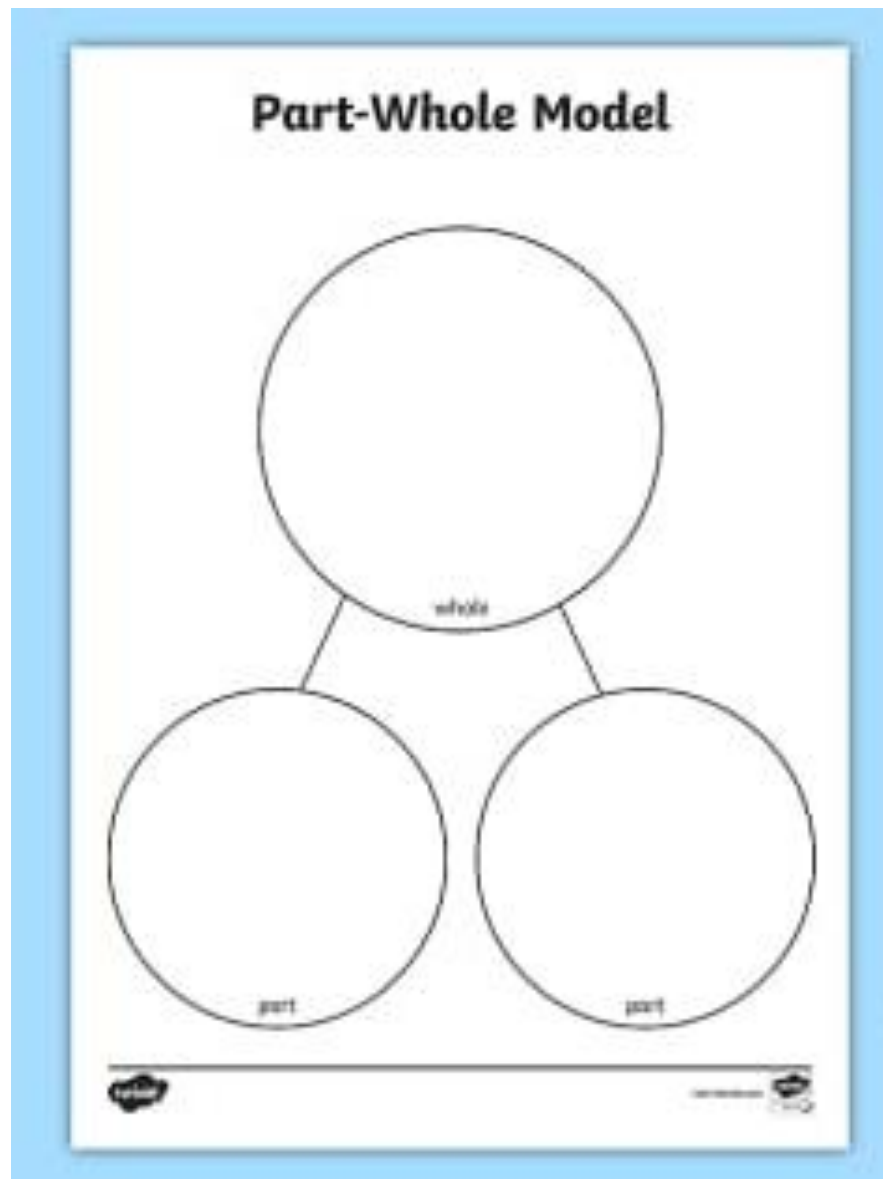
# Maths-Number

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- Number

# Number Bonds

Rainbow to 10



$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$



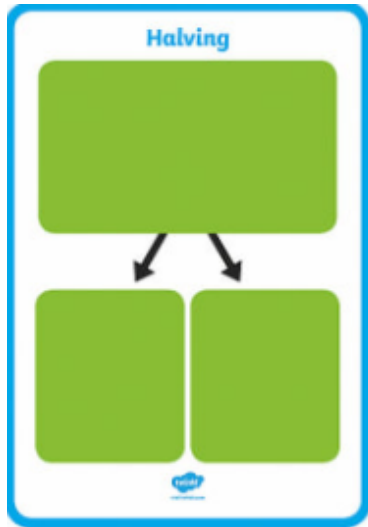
# Maths- Number

## Doubling Numbers

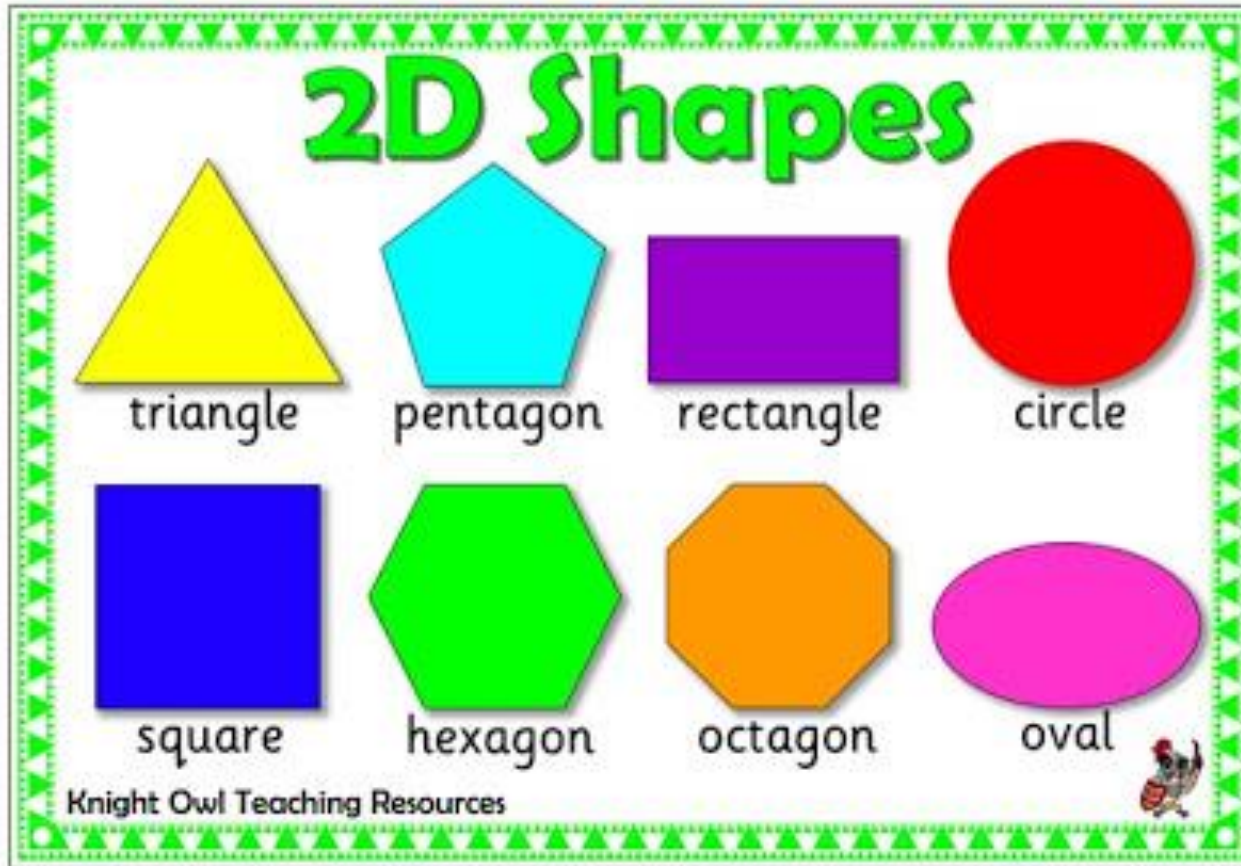
$0+0$ <b>0</b>	$1+1$ <b>2</b>	$2+2$ <b>4</b>	$3+3$ <b>6</b>
$4+4$ <b>8</b>	$5+5$ <b>10</b>	$6+6$ <b>12</b>	$7+7$ <b>14</b>
$8+8$ <b>16</b>	$9+9$ <b>18</b>	$10+10$ <b>20</b>	$11+11$ <b>22</b>

# Maths- Number

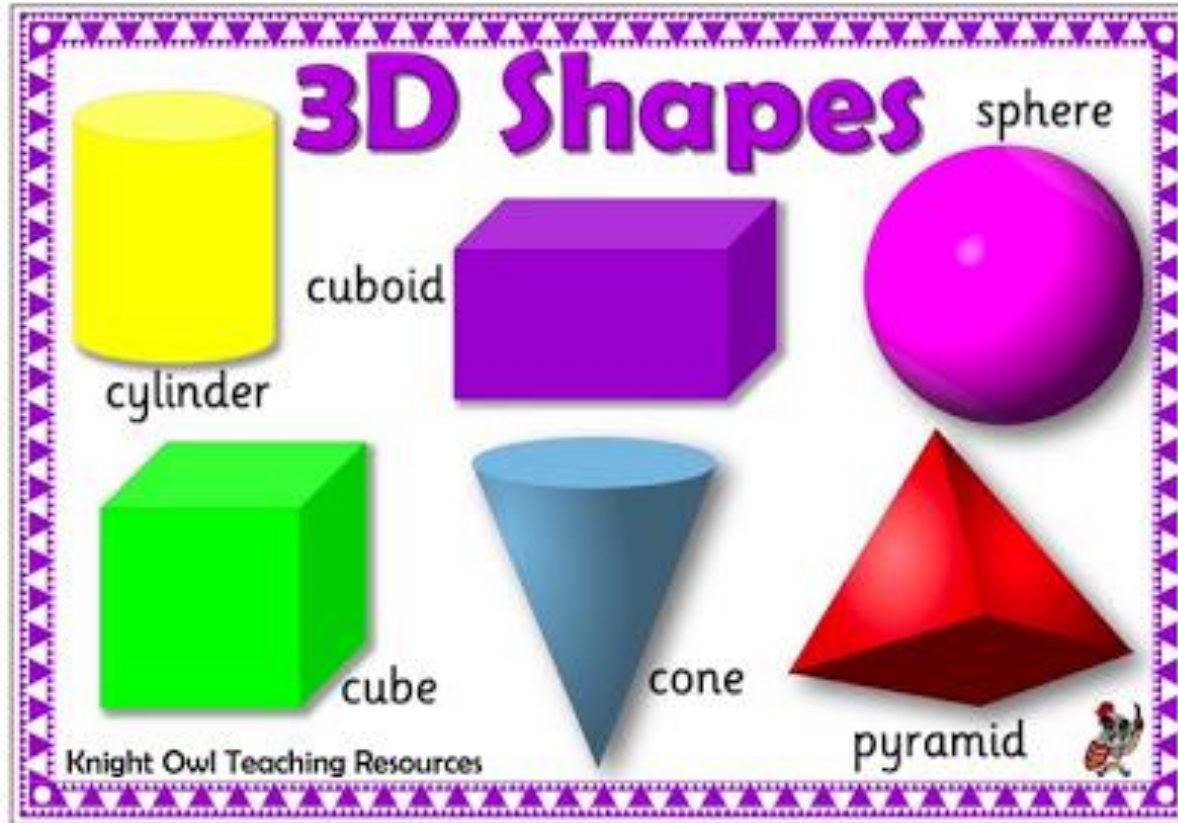
## Halving Shapes and Numbers



# 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

Pentecost-the celebration of the Good News of Jesus.

Special  
Words we  
will learn  
Good News  
Share  
Pentecost  
Easter  
Pray  
Alleluia  
Holy Spirit  
Promise



Some children will begin to **recognise** the Pentecost story as a religious story.  
Some children will begin to use and **recognise** some religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.  
Some children will begin to **recognise** that Christians are happy at Pentecost and go to church to celebrate the Good News.  
Some children will begin to **talk about** how they feel when they hear the Good News.  
Some children will begin to say what they **wonder** about Pentecost Day and the Holy Spirit.

Pentecost-  
Serving-Good  
News

We will  
**Explore-That**  
**everyone has Good**  
**News to share.**  
**Reveal-Pentecost-**  
**the celebration of**  
**the Good News of**  
**Jesus.**  
**Respond-By**  
**having a prayerful**  
**celebration to help**  
**us learn that**  
**Pentecost is the**  
**celebration of the**  
**Good News of**  
**Jesus.**

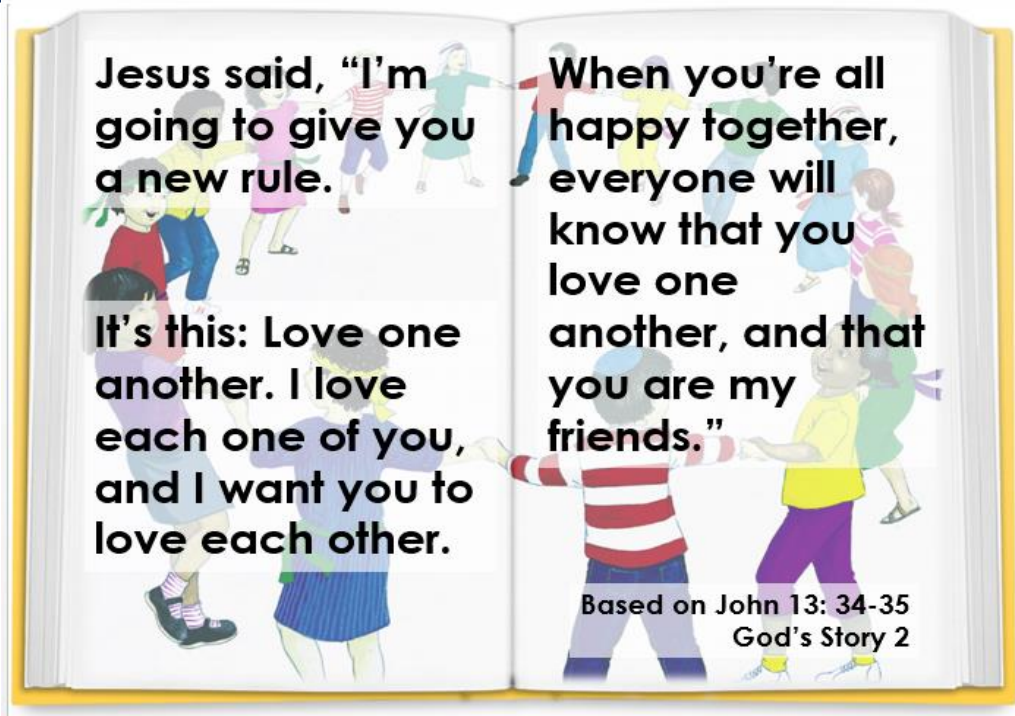


# Religious Education

Reveal-Jesus had good friends and  
Jesus tells us about friendship.

## Special Words we will learn

Friend  
Happy  
Sad  
Kind  
Gentle  
Loving  
Sorry  
Jesus  
Forgive  
Change  
Rule  
Understanding  
New Start  
Friendship  
Forgive  
Change



Reconciliation-  
Inter-Relating-  
Friends

## We will

**Explore-We can  
make friends.**

Reveal-Jesus had  
good friends and  
Jesus tells us  
about friendship.

**Respond-By  
having a prayerful  
celebration to help  
us learn that  
Jesus had good  
friends and Jesus  
tells us about  
friendship.**

Some children will begin to **recognise** that Christians show love for one another because Jesus asked them to do so.

Some children will begin to **recognise** Jesus' rule for friends and his words 'love one another'.



# Science- Plants and Life Cycles

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

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

In both Science and Geography this half term, we are learning about change and growth. We will learn about seasonal change moving onto plant growth and animal growth,

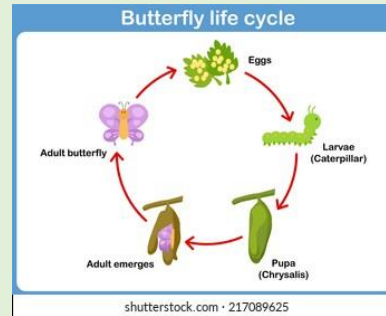


We will learn about plants and conditions for their growth.

**Key words**

Plants  
Growth  
Light  
Water  
Air  
Soil

# Environmental Geography



We will learn about how animals grow and change through studying animal life cycles.

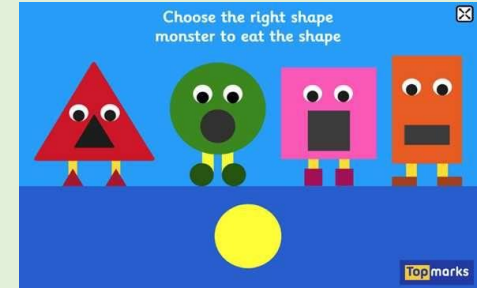
**Key words**

life cycle	change
grow	egg
chick	hen
caterpillar	butterfly
tadpole	frog

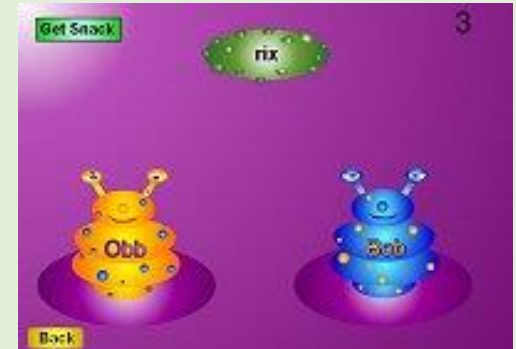
# ICT – Technology

**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.



# Art- Colour and Impressionism

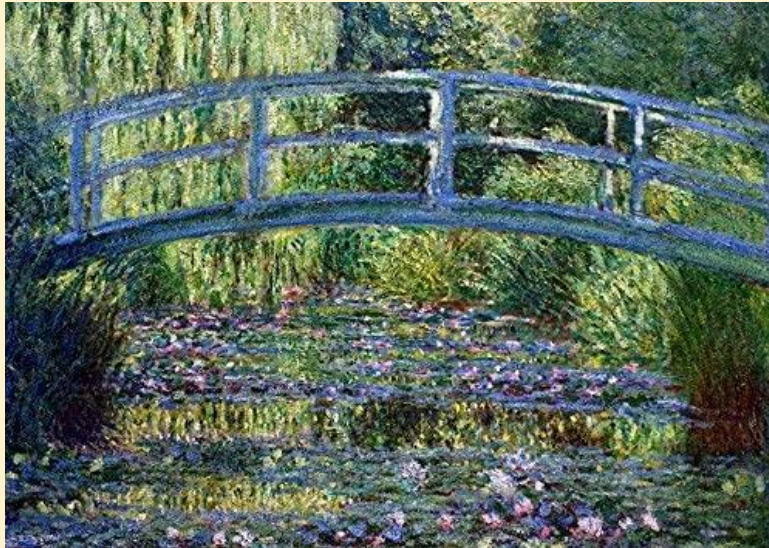
Reception Art and Design Focus: (Expressive Arts and Design- Exploring and Using Media and Materials and Being Imaginative)

We will focus on colour this half term and develop our skills of colour mixing whilst also looking at the way we can mix colours to create different effects.

We will look at the work of the work of the Impressionist, Claude Monet, and use this work to help inspire us to create our own pieces of art.

Key Words :

Colour names  
Mixing  
Blending  
Primary colours  
Brush strokes  
Paint  
Pastels  
Impressionist  
Claude Monet  
Feelings



# Music and Movement

Reception Music Focus: (Expressive Arts and Design- Being Imaginative) (Physical development-Moving and Handling)



Key Words

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

We will focus on a unit called growth and Change. Through our work we will learn about moving our bodies in different ways in response to music and poetry.

We will incorporate earlier work on tempo, rhythm and dynamics. The link between music and movement will be made as the children decide how to respond with their bodies to different rhythmic (poetry) and musical stimulus.

# Relationships and Health Education

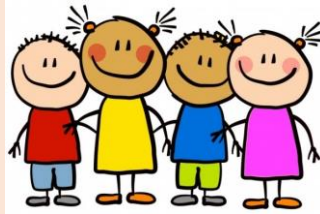
## Reception Focus:

(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:



Session Title	Session Length (approx.)
Story Sessions: <a href="#">Handmade With Love</a>	5 x 15-minute sessions over 5 days
Session 1: <a href="#">I Am Me</a>	15 minutes
Session 2: <a href="#">Heads, Shoulders, Knees and Toes</a>	15 minutes
Session 3: <a href="#">Ready Teddy?</a>	15 minutes
Session 1: <a href="#">I Like, You Like, We All Like!</a>	15 minutes
Session 2: <a href="#">Good Feelings, Bad Feelings</a>	15 minutes
Session 3: <a href="#">Let's Get Real</a>	15 minutes
Session 1: <a href="#">Growing Up</a>	15 minutes
Session 1: <a href="#">God is Love</a>	15 minutes
Session 2: <a href="#">Loving God, Loving Others</a>	15 minutes
Session 1: <a href="#">Me, You, Us</a>	15 minutes

# 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 will continue to 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 and Environmental Geography

What do plants need to help them grow?

Tell me about an animal life cycle.

## ICT – Technology

Show me how to play a number game.

## Art-Colours

Show me how you mix colours.

## Music and Movement

Show me how you can move to a steady beat..

## Relationships and Health Education

Tell me 3 times when you have felt happy.

## PE-Small sided games

Show me how you can throw a and catch a ball.