



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...

As we grow and change, how can we care for
one another?

How can we show care for where we live?



Our Focus Gospel Values this half term are...



How can you act with peace towards
others?

School Mission Statement

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



Amen



Growing Up and Moving On.

This half term, we're continuing to learn about growth. We're learning about plant growth, animal growth through our work on Life Cycles and human growth.

In all our work, we are focusing on growing in a healthy way.

We will continue to look at the conditions for healthy plant growth as we learn about growing sunflowers and caring for them. We will learn about animal habitats and the way that caterpillars grow and change as they become butterflies and we will learn about the human body, diet and fitness as we explore how to keep ourselves healthy.

We will also use this topic to help prepare our children for their move from the Reception Class to Year 1. We will carry out transition activities to help the children prepare to grow up and move on and will discuss their hopes for their future in year 1.

How you can help your child with this topic:

Please continue to work on the Growing Up and Moving On Reception Class Homework Topic Grid which has been provided for you on the Google Classroom.

(I will continue to attach it along with the weekly homework tasks, every Friday.)

Here you will find a range of activities linked to a range of curriculum areas which will allow you to become fully involved with your child's topic learning this half term.

As well as using the activities on the grid, please also use the following slides which provide you with resources that directly link to our learning this half term.

The next slides will show you the work 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.

Growing Up and Moving On- Reception Class Topic Home Learning Grid Please find below some interactive, fun filled activities for you to carry out as a family. Please submit this work either on Google Classroom or on Tapestry and we will share your tasks at celebration time. You could choose at least 1 activity from each column to provide variety over the Half Term. We hope you have a wonderful time carrying out the activities.			
Science-Understanding of the world Caring for a Plant Please continue to care for the runner bean plant that you started growing at school or another plant you have. Make sure it has plenty of light and water. Please send us photos of you and your healthy plant and let us know what you are doing to help care for God's planet.	PE/Music Super Mood Movers Move to the following song to help you stay fit and healthy as you learn to move, keep fit and learn about health and being fit. Perhaps film yourself moving to the song!	Art and Design Technology Symmetrical Butterflies As we will be learning about animal life cycles and how caterpillars grow up and move on as butterflies, have fun with paint as you paint one wing and then fold the paper in half to make a symmetrical butterfly.	History and English My Life-A Timeline Think about your life and draw pictures of you as a baby, toddler and a child. You could if you like display photos of you as a baby, a toddler and a child and write a sentence about what you could do at these times in your life to show how you are growing up and moving on.
Life Cycle To understand the life cycle of a butterfly, make a lifecycle plate showing the different parts of the life of a caterpillar/butterfly.	Growing Sounds Have a go at making a music shaker from old food packaging and have a go at making quiet sounds and then work on 'growing sound' as you create sounds that get louder and louder. Take a photo of you and your shaker.	Handprint Art Use your hands or feet to create a picture. As we grow our hands and feet grow. Maybe you could do this activity now and again when you grow bigger!	Growing Stories Share some stories about growing. If you don't have these books, you could follow these links: Ten Seeds https://www.youtube.com/watch?v=P8o2uqF7M Jaeger's Beanstalk https://www.youtube.com/watch?v=1_u7hw8d8e
A Healthy meal To help you understand about how healthy food helps you grow, use a paper plate and create your own healthy meal. Remember to include a balance of foods and have fun making a colourful meal.	Growing Songs Have fun singing songs about growing. Grow, Grow, Grow a Garden https://www.youtube.com/watch?v=8dR7701bc The Tiny Caterpillar Song https://www.youtube.com/watch?v=J0B0E0CmNmE Growing Up Song https://www.youtube.com/watch?v=FS0YvX8u0k4	Computer Art Explore and create by 'growing' your computer skills by creating a picture using the following programme: https://www.itsabouta.com/	My Hopes for Year 1 Spend time thinking about growing up and moving on to Year 1. Write about your hopes for the coming school year. Have fun.

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...



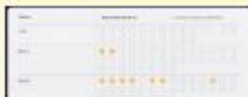
Your child could choose a letter of the alphabet and then play an 'I Spy' game as they look for words beginning with that letter. 'I Spy with my little eye, a word beginning with a...' etc...

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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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.

Story Time Phonics Sound Mat



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

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, Phase 3 and Phase 4 words. We are also teaching the children to read the Phase 5 words as shown below.

Phase 2 Tricky Words

the

to

I

no

go

into

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

Handwriting



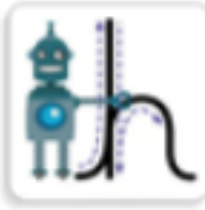
Long Ladder Letters

i l t j u y



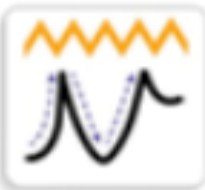
Curly Caterpillar Letters

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 Zigzag Monster Letters.

We will then work on recapping the formation of all letters in preparation for the children's work in Year 1.

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.

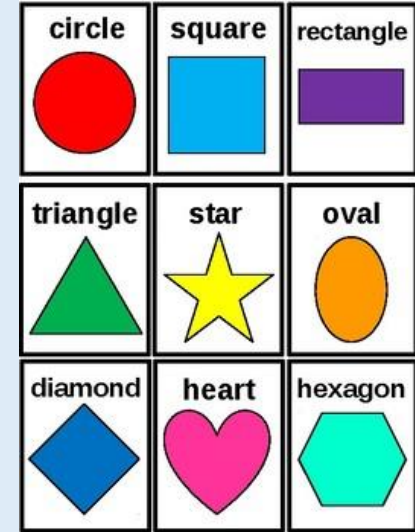
Order –putting things into their correct place following a specific rule.

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...

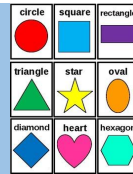
To develop your child's one to one correspondence and sharing skills, help your child set the table. This will help them understand that each person needs 1 of each utensil and will help them with fair sharing.

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.

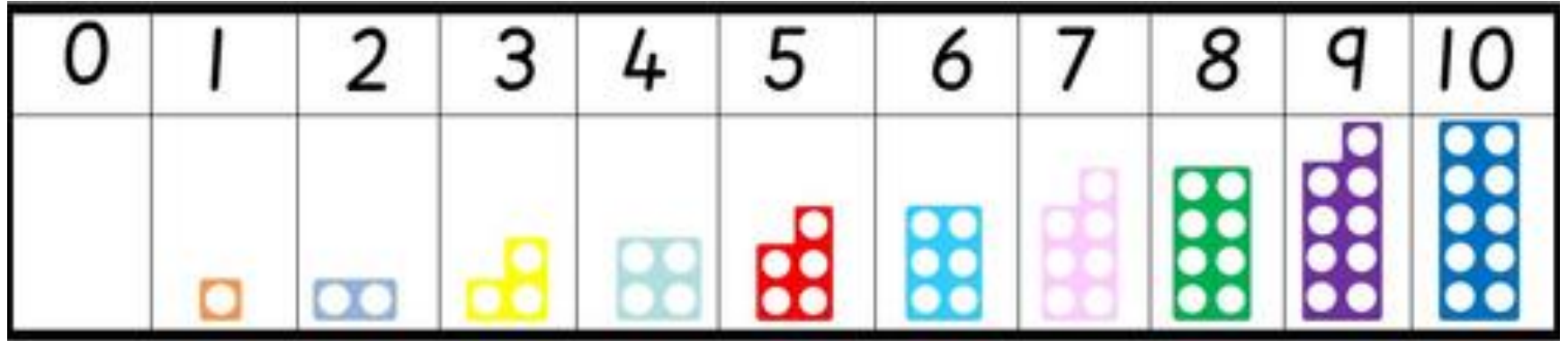
- I have 6 apples and 3 teddies. Please can you help me share them.
- I need to work out how many bricks I have in these 2 towers. Show me how I can work this out.

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

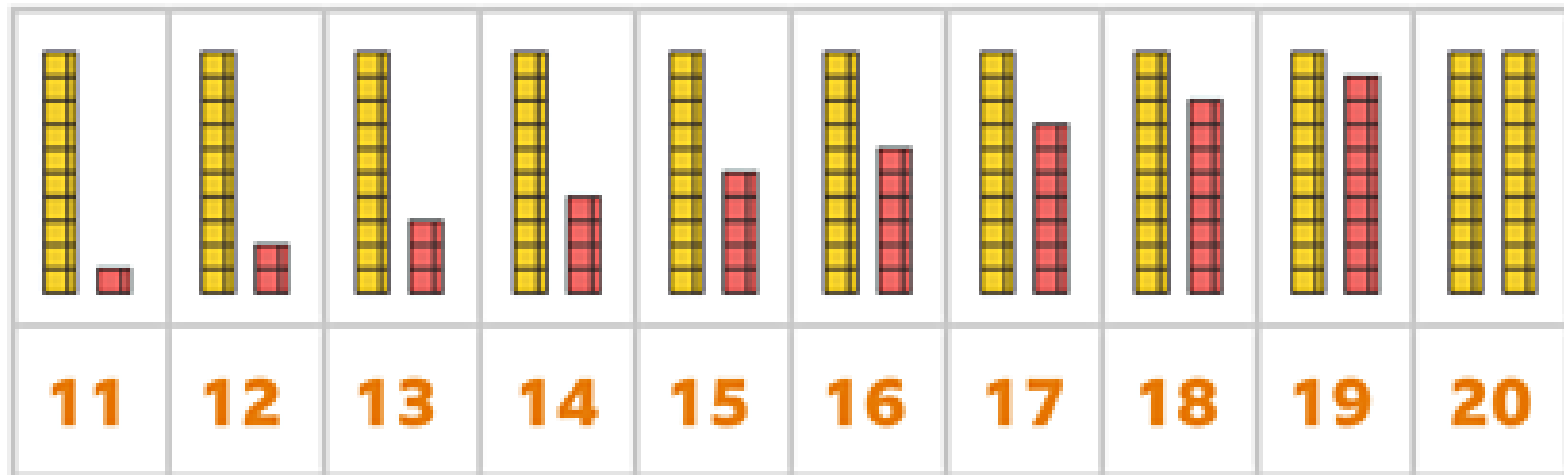
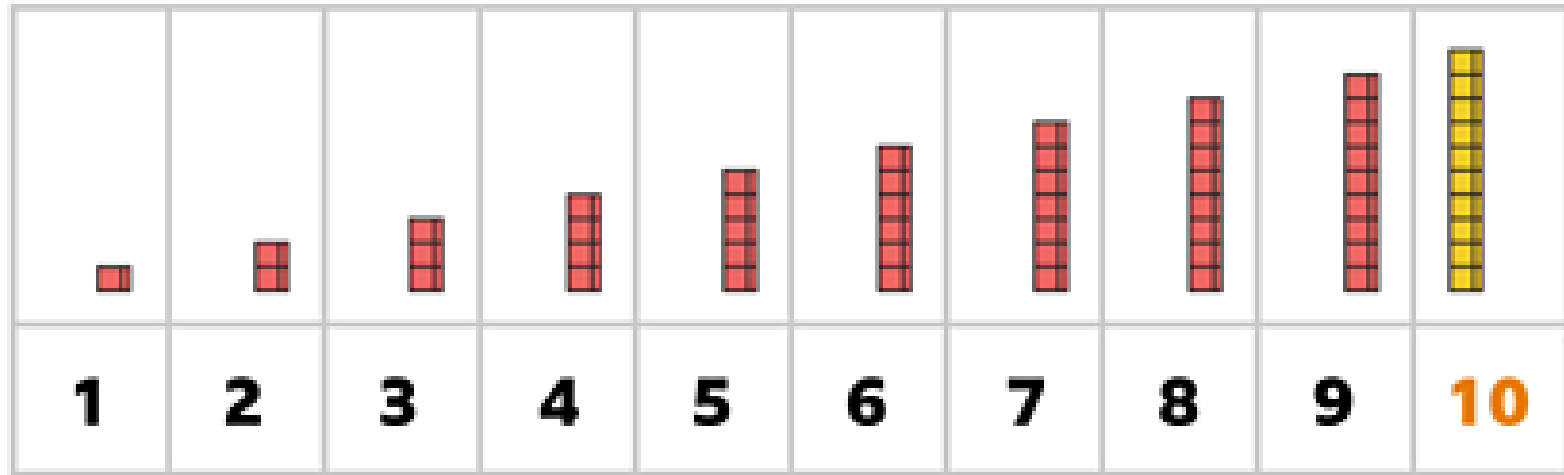
Maths-Number



Maths-Number



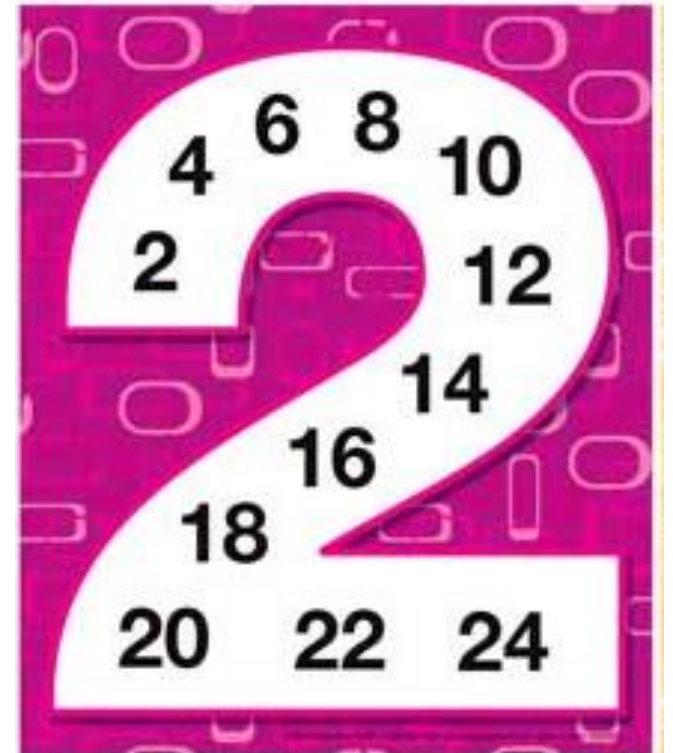
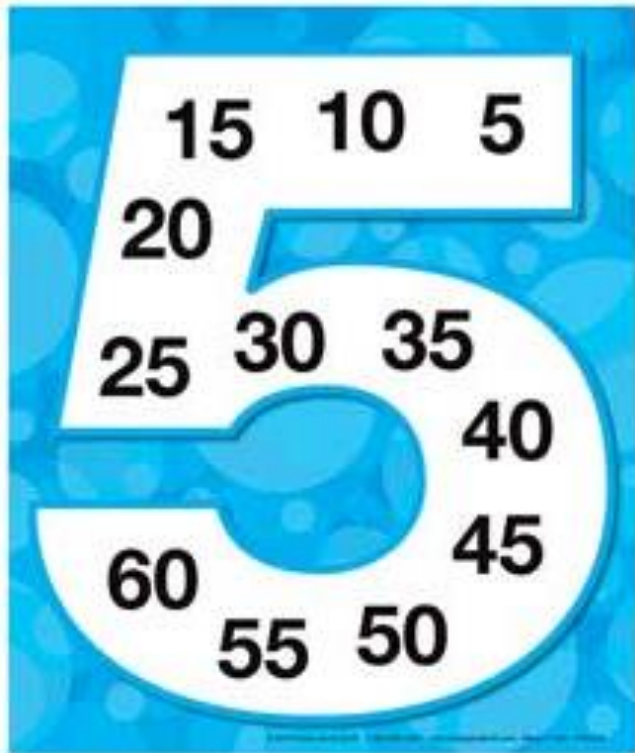
Maths-Number



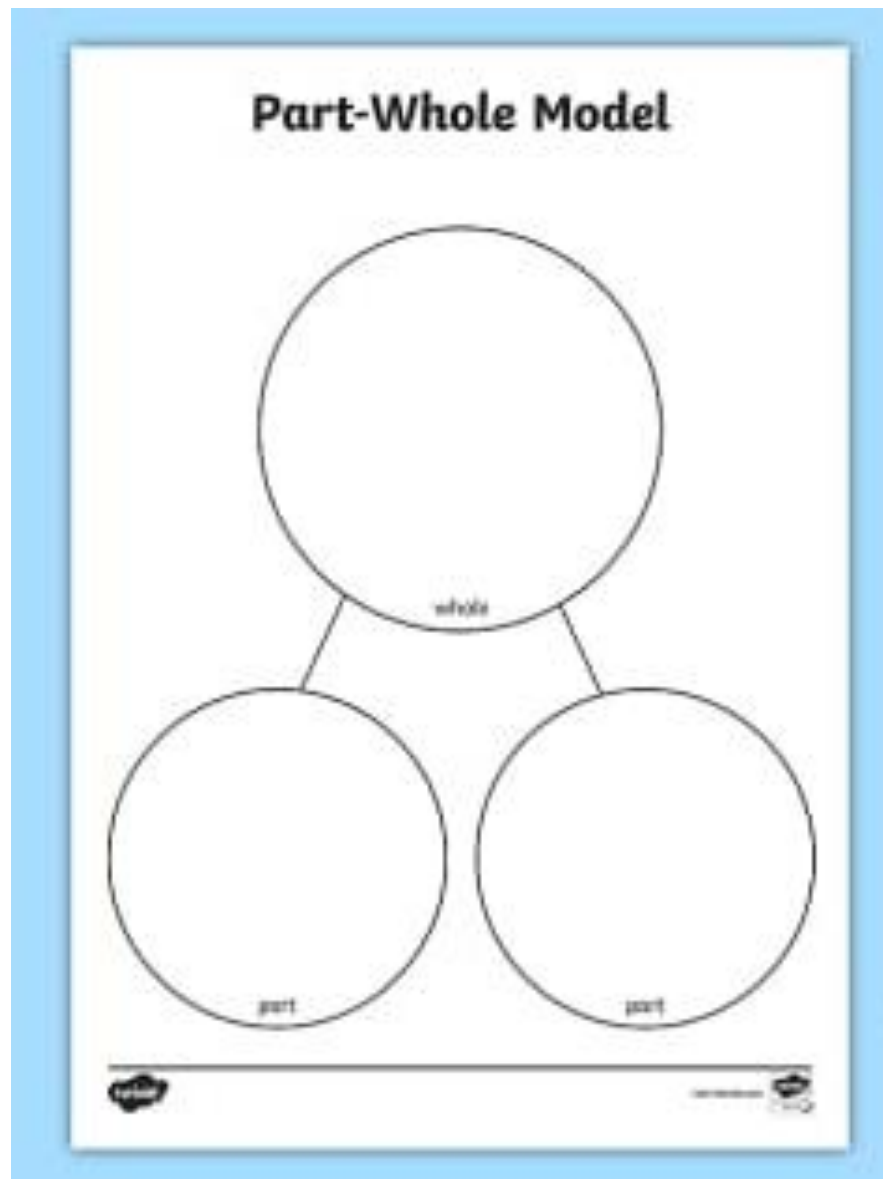
Maths-Number

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- Number

Number Bonds

Rainbow to 10



$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

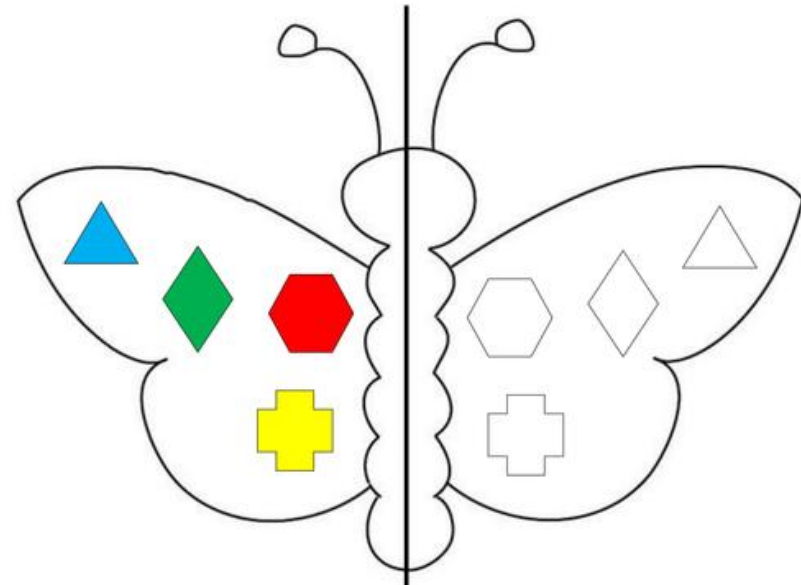
$$5 + 5 = 10$$

Maths- Shape

Symmetry



Symmetrical Pictures



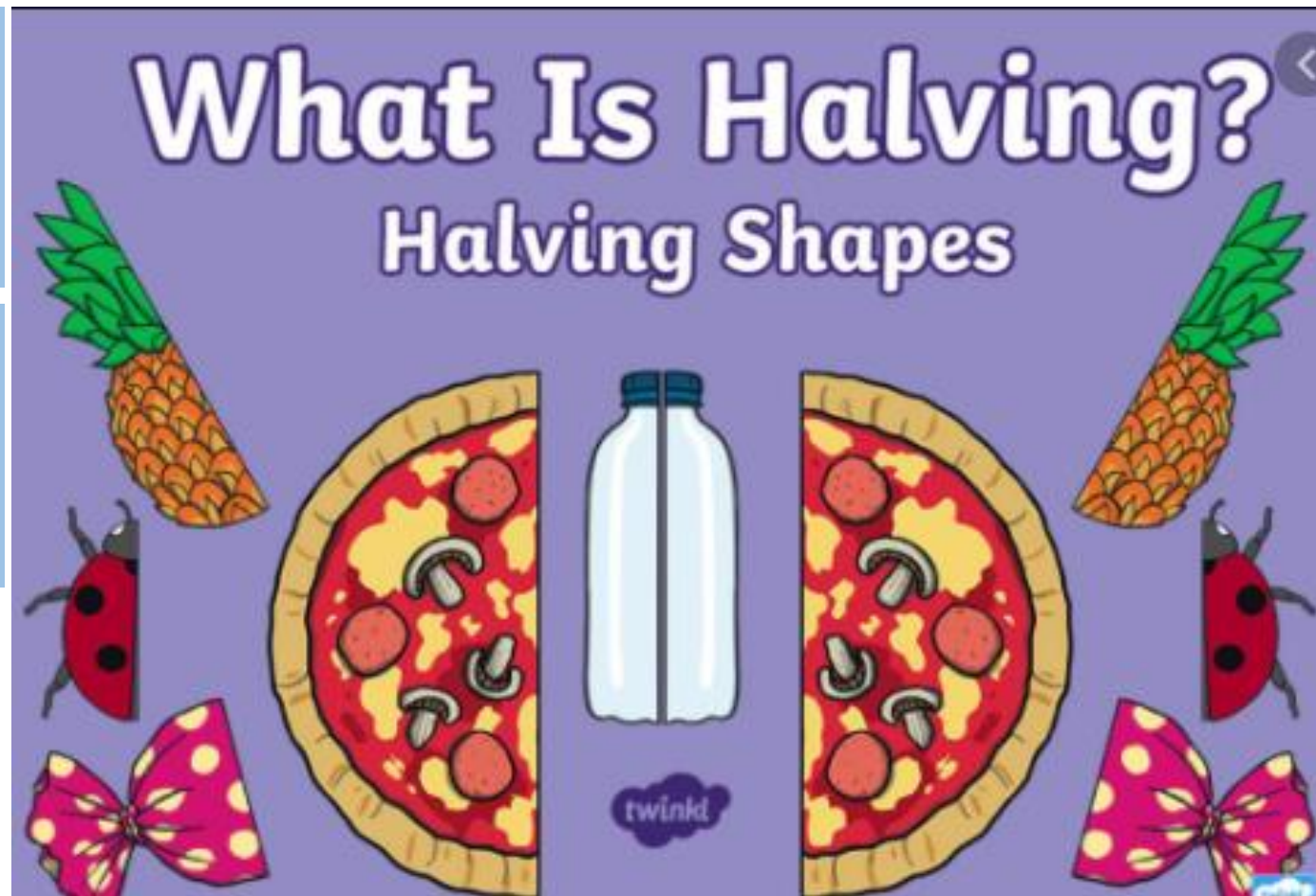
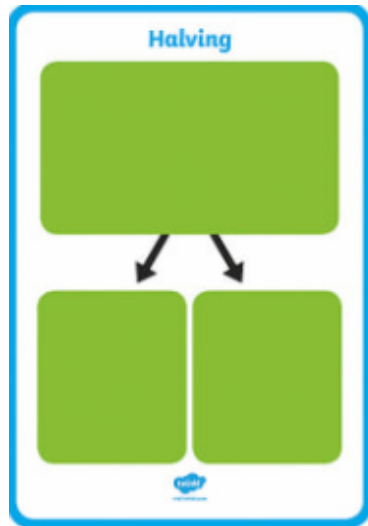
Maths- Number

Doubling Numbers

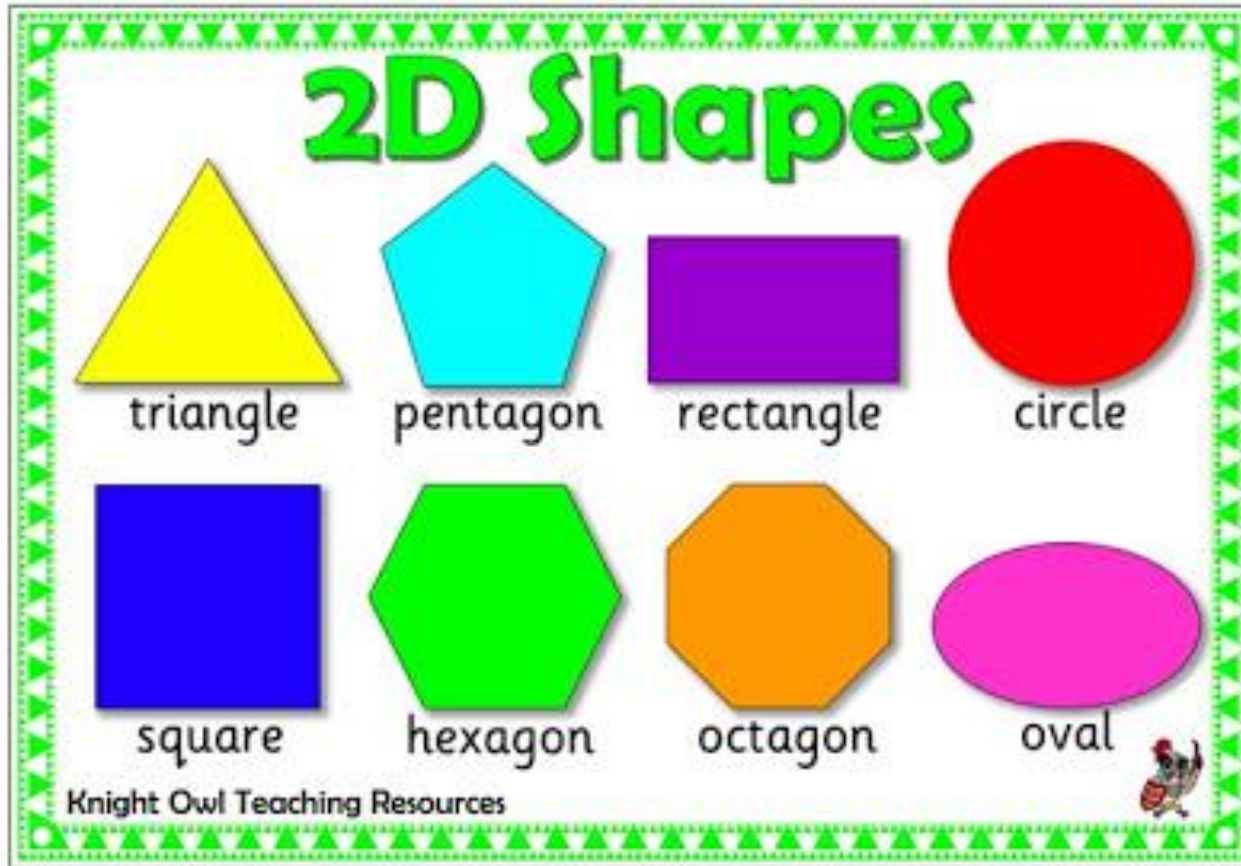
$0+0$ 0	$1+1$ 2	$2+2$ 4	$3+3$ 6
$4+4$ 8	$5+5$ 10	$6+6$ 12	$7+7$ 14
$8+8$ 16	$9+9$ 18	$10+10$ 20	$11+11$ 22

Maths- Number

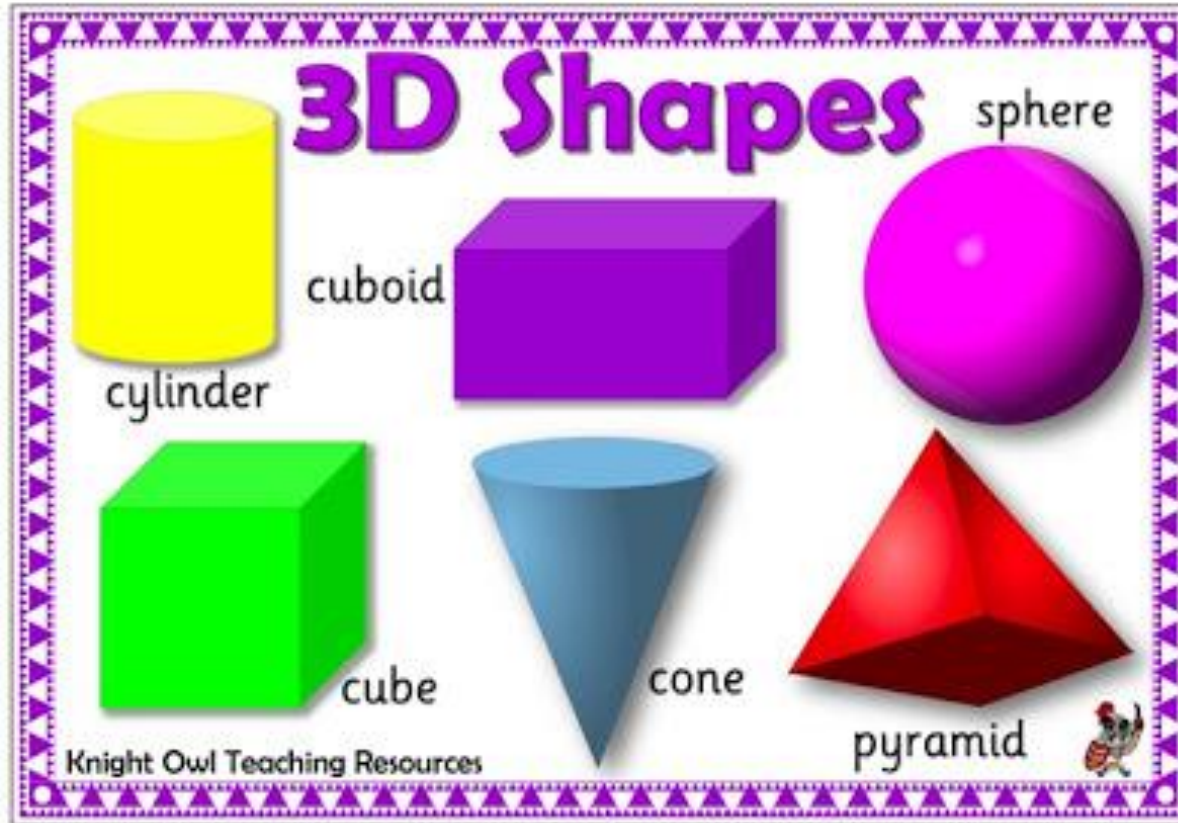
Halving Shapes and Numbers



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

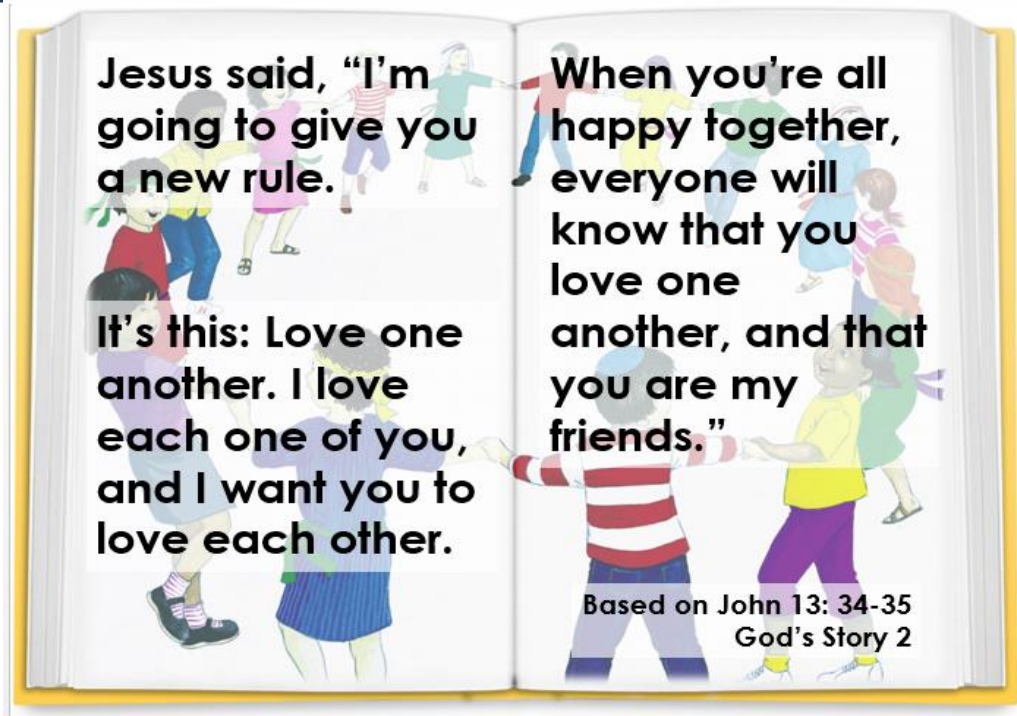


Religious Education

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'.



Religious Education

Judaism

We will learn about Special days, rituals and objects.

We will learn about Hanukkah, the Feast of Lights and we will come to further appreciate that God loves his people.

Special Words we will learn

Jew

Jewish

Special Days

Hanukkah

Lamp

Light

Menorah

Hanukkah word mat

Hanukkah

menorah

oil lamp

gelt

gifts

dreidel

latkes

doughnut

pancake

olive oil

Star of David

Maccabees

Judah

HaShem

festival



Sikhism

Special Words we will learn

Sikh

Sikhism

Special Clothes

Turban

Patka

Prasad

Diwali

Share

We will learn about

Special days, rituals and objects.

We will learn about special clothing and the importance of sharing. We will learn about the festival of Diwali and will come to understand that Sikhs share with everyone.

Sikhism

Sikh

gurdwara

Guru Gobind Singh

Guru Nanak

Guru Granth Sahib

Nishan Sahib

Ik Onkar

Five K's

Kara Parshad bowl

Five K's

Kesh

Kirpan

Kanga

Kara

Kachera

chauri

ceremonial sword

tabla drums



Science- Plants and Life Cycles

Environmental Geography

Science- The Human Body

ICT – Technology

Reception Focus: (Understanding the World-The World)

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

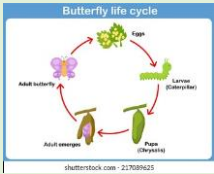
In both Science and Geography this half term, we are learning about change and growth. We will learn about seasonal change moving onto plant growth and animal growth,



We will learn about plants and conditions for their growth.

Key words

Plants
Growth
Light
Water
Air
Soil



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

Key words

life cycle	change
grow	caterpillar
	butterfly



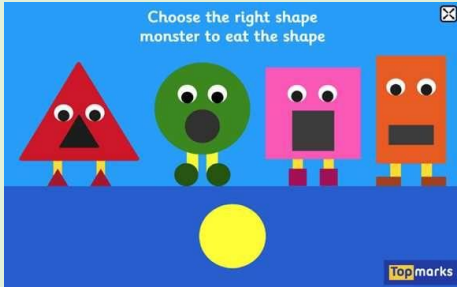
We will learn about body Parts, our senses and the way we grow by eating Healthy foods, exercising and sleeping and resting.

Key Words

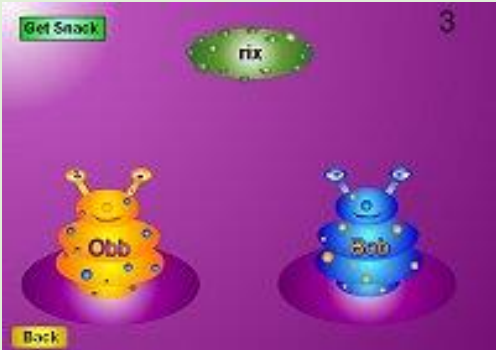
Body parts
Names of food groups
Exercise
Fitness

Reception Focus: (Understanding the World-Technology)

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



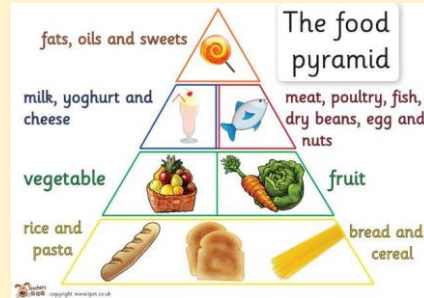
We will work on age appropriate software that helps complement the children’s learning in other curriculum areas developing their use of touch screen technology.



Design and Technology-Food Technology-Fruit Salads

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

We will focus on Food Technology this half term. To link in with our work in Science on The Human Body and Healthy Eating, we will look at food groups and will design and make a healthy fruit salad.



Key Words :

Healthy food
Food group
names
Fruit names
Cut
Chop
Prepare
Peel
Wash
Clean
Hygiene



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 Going Places.

Through our work we will learn to respond in different ways 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:

This half term we will continue to inform you of the focus for each Session through Google Classroom. We will be continuing with the programme shown below.



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

Name 3 types of food that we can eat to help keep our bodies healthy?

Tell me about the life cycle of a butterfly.

ICT – Technology

Show me how to play a number game.

Food Technology

Talk about how to make a healthy fruit salad.

Music and Movement

Show me how you can use your body to make a fast rhythm and a slow rhythm.

Relationships and Health Education

Tell me 3 ways that you can help to keep your body healthy .

PE-Small sided games

Show me how you can roll and stop a ball.