



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

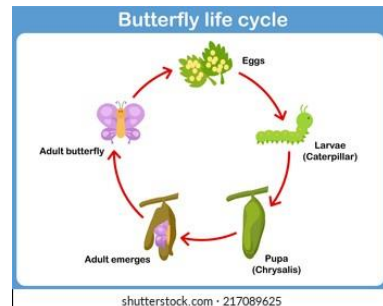
**Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.**



Amen



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.

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 reading book with them to help them revise previously taught phonemes.
- Using the Read, Write, Inc. Scheme, we list our area of focus in our Google Classroom Phonics task.
- Practise blending phonemes to help your child read decodable words.
- Please refer to the following slides 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.
- Read comics/magazines
- Let your child see you read
- Make reading enjoyable and let children share books that interest them

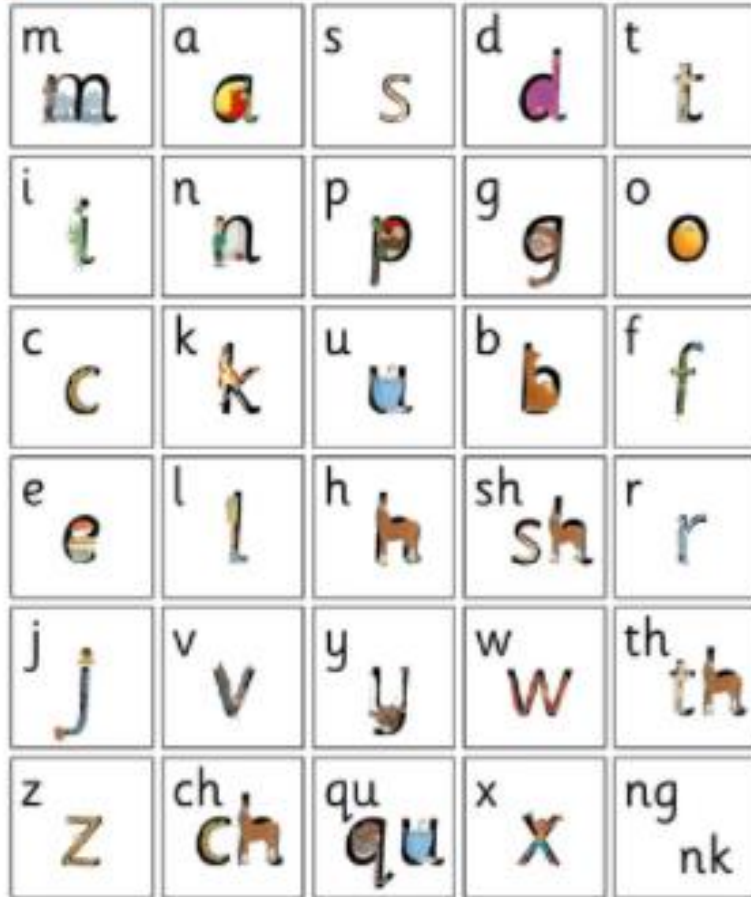
HOW TO HELP - Writing

- Practise correct letter formation. Please look at the slide with our handwriting rhymes to help your child, encouraging them to use lined paper as they write.
- 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 continuing to teach the children phonics using the Read, Write, Inc Scheme.

Speed Sounds Set 1



The scheme provides a structured and systematic approach to teaching phonics. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. Children in Foundation Stage take part in Phonics lessons everyday.

First the children are taught one way of representing the 44 main sounds and then go on to learn the alternative spelling.

Read Write Inc. introduces the simple Speed Sounds (one sound, one grapheme) with Speed Sounds Set 1 and Set 2. They then learn more ways of writing the same sounds with the complex Speed Sounds Set 3 (e.g. they will be taught the sound 'ay' as in 'play' and they will then look at the sound 'a-e' as in 'cake' which is the same sound, different spelling)

Phonics

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and swirl
Speed Sounds Set 3			ou  shout it out	oy  toy for a boy
ea  cup of tea	oi  spoil the boy			
ā-e  make a cake	i-e  nice smile	ō-e  phone home	ū-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

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>

Handwriting

Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.

m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

This term we will continue to refer to letter formation as set out in the Read, write Inc. scheme with the accompanying rhymes as shown above.

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.

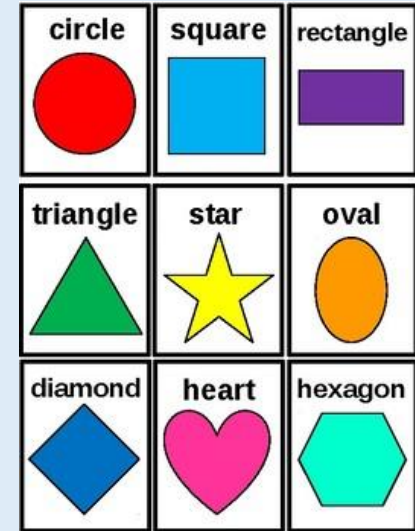
Order –putting things into their correct place following a specific rule.

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...

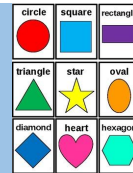
To develop your child's one to one correspondence and sharing skills, help your child set the table. This will help them understand that each person needs 1 of each utensil and will help them with fair sharing.

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.

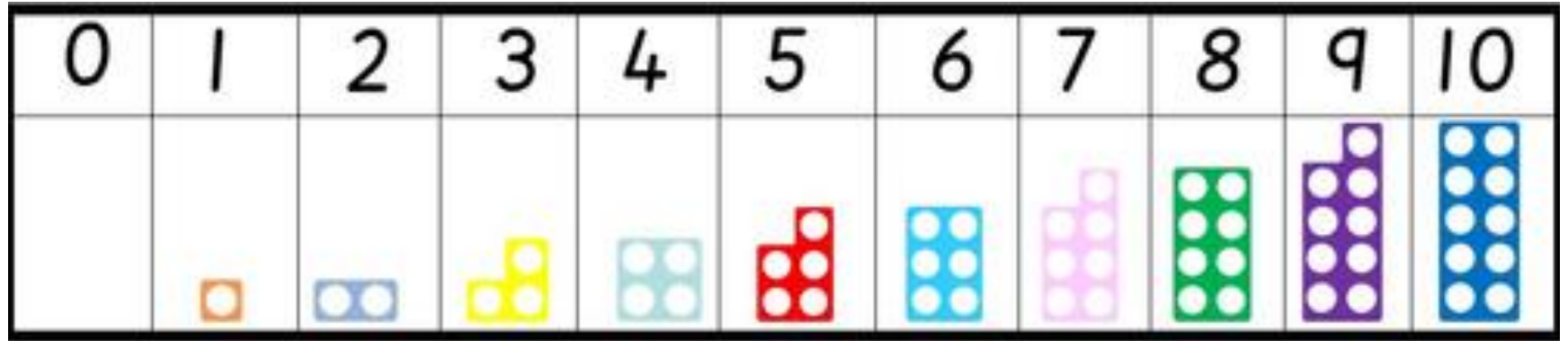
- I have 6 apples and 3 teddies. Please can you help me share them.
- I need to work out how many bricks I have in these 2 towers. Show me how I can work this out.

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

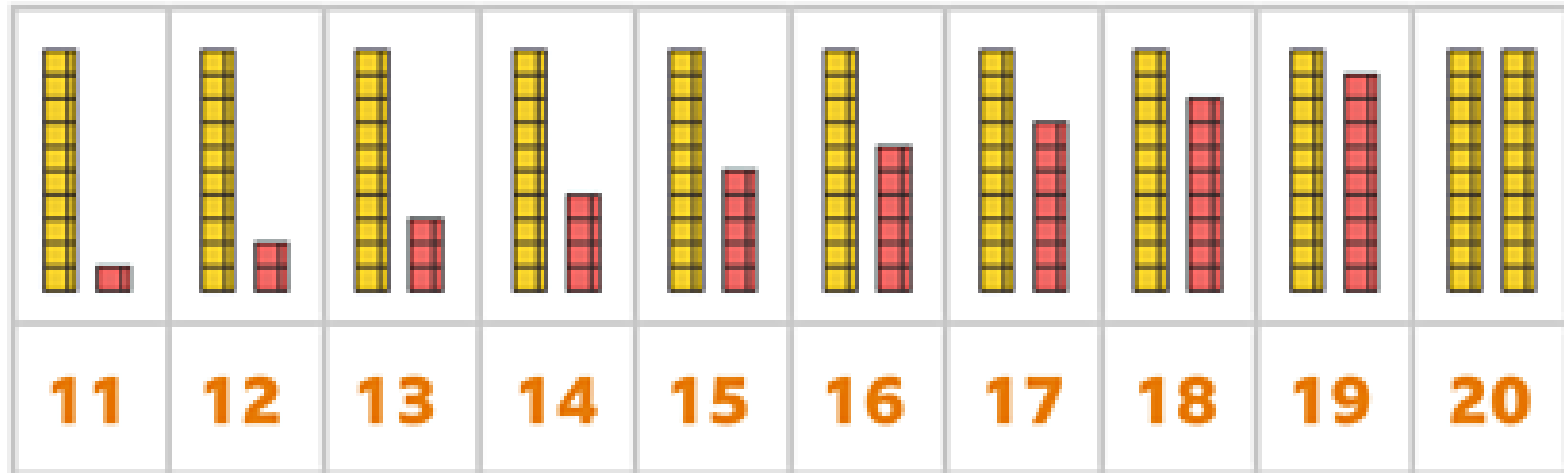
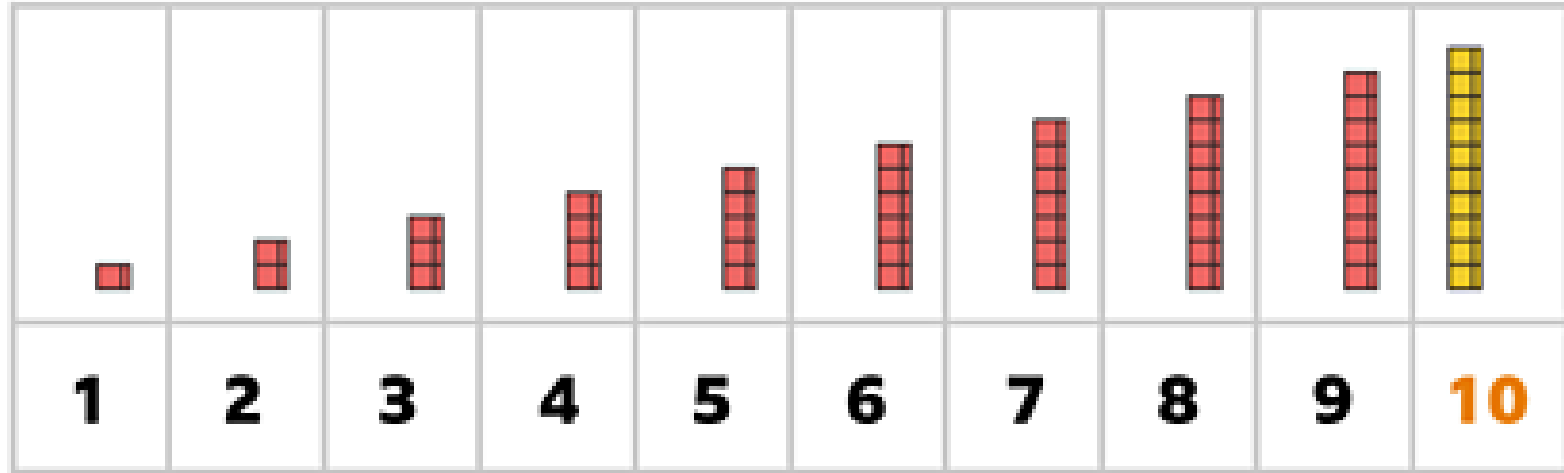
Maths-Number



Maths-Number



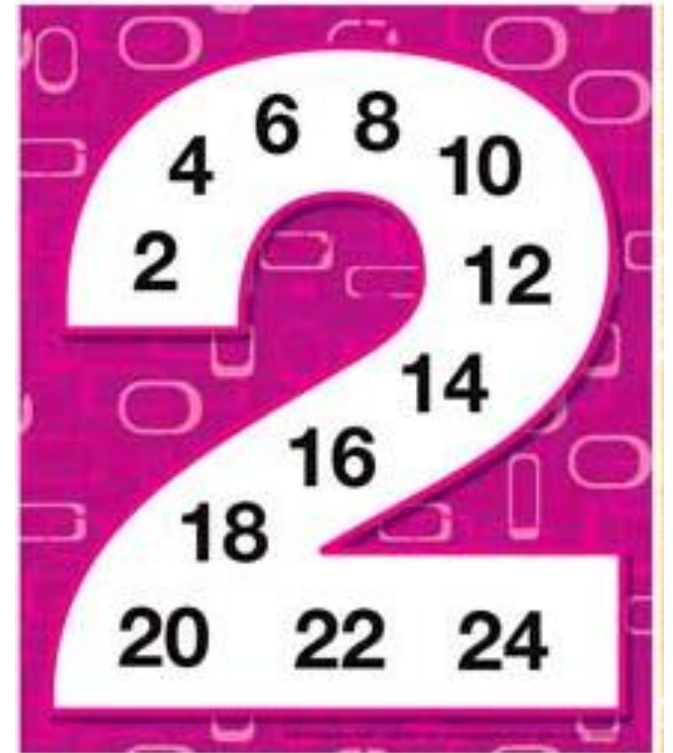
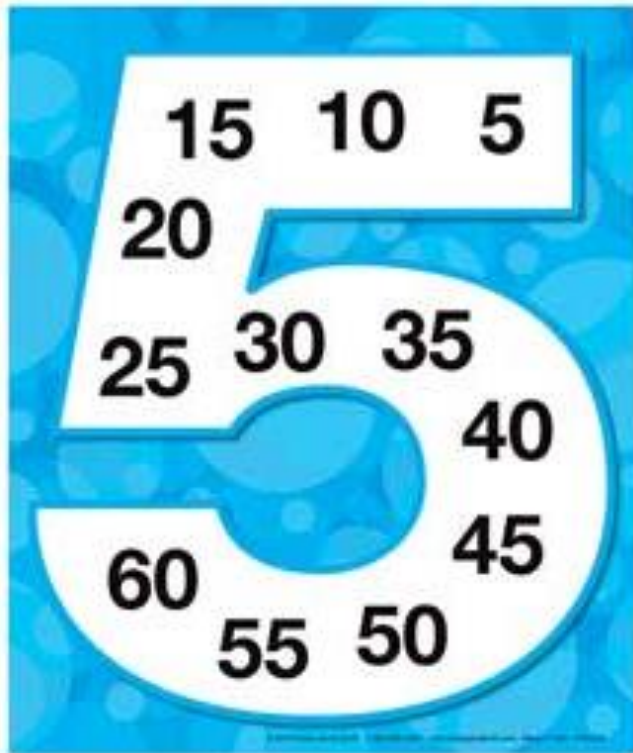
Maths-Number



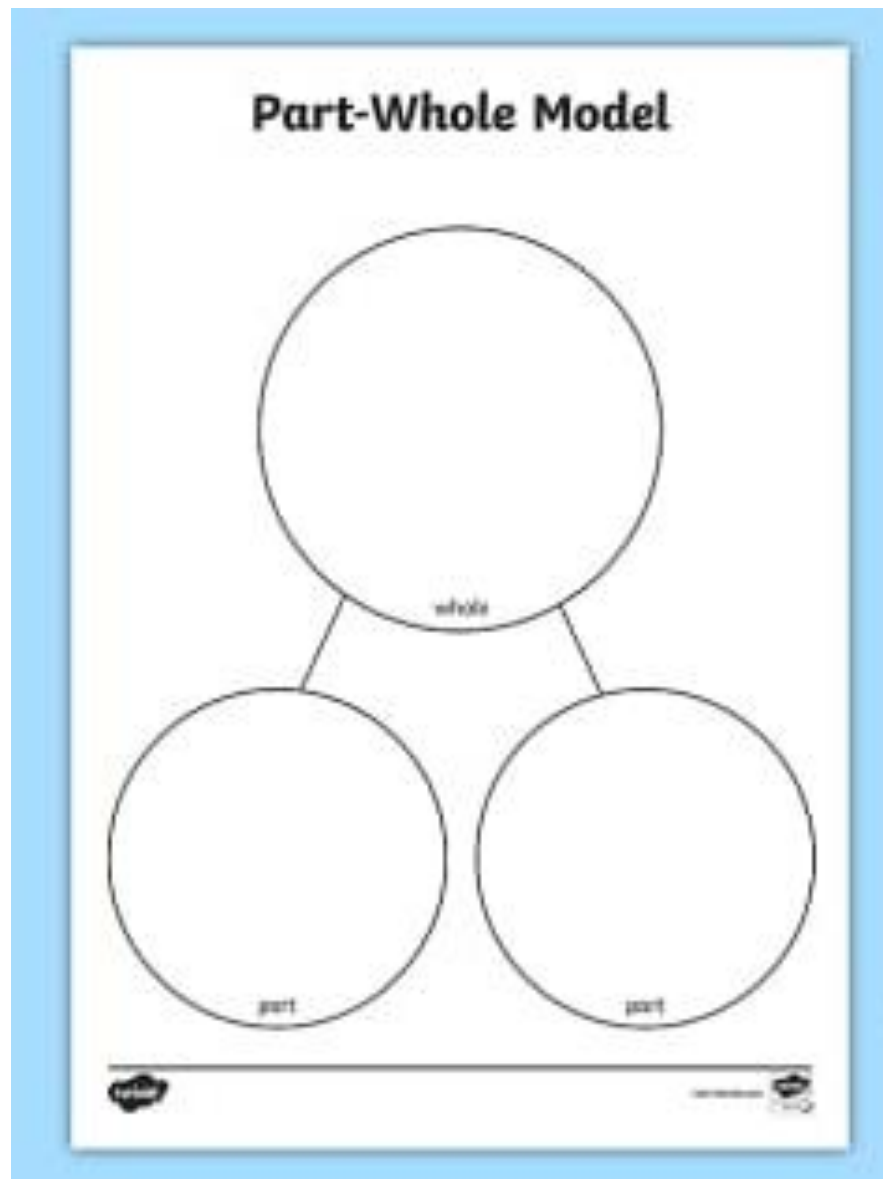
Maths-Number

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



$$0 + 10 = 10$$

$$1 + 9 = 10$$

$$2 + 8 = 10$$

$$3 + 7 = 10$$

$$4 + 6 = 10$$

$$5 + 5 = 10$$

$$10 + 0 = 10$$

$$9 + 1 = 10$$

$$8 + 2 = 10$$

$$7 + 3 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

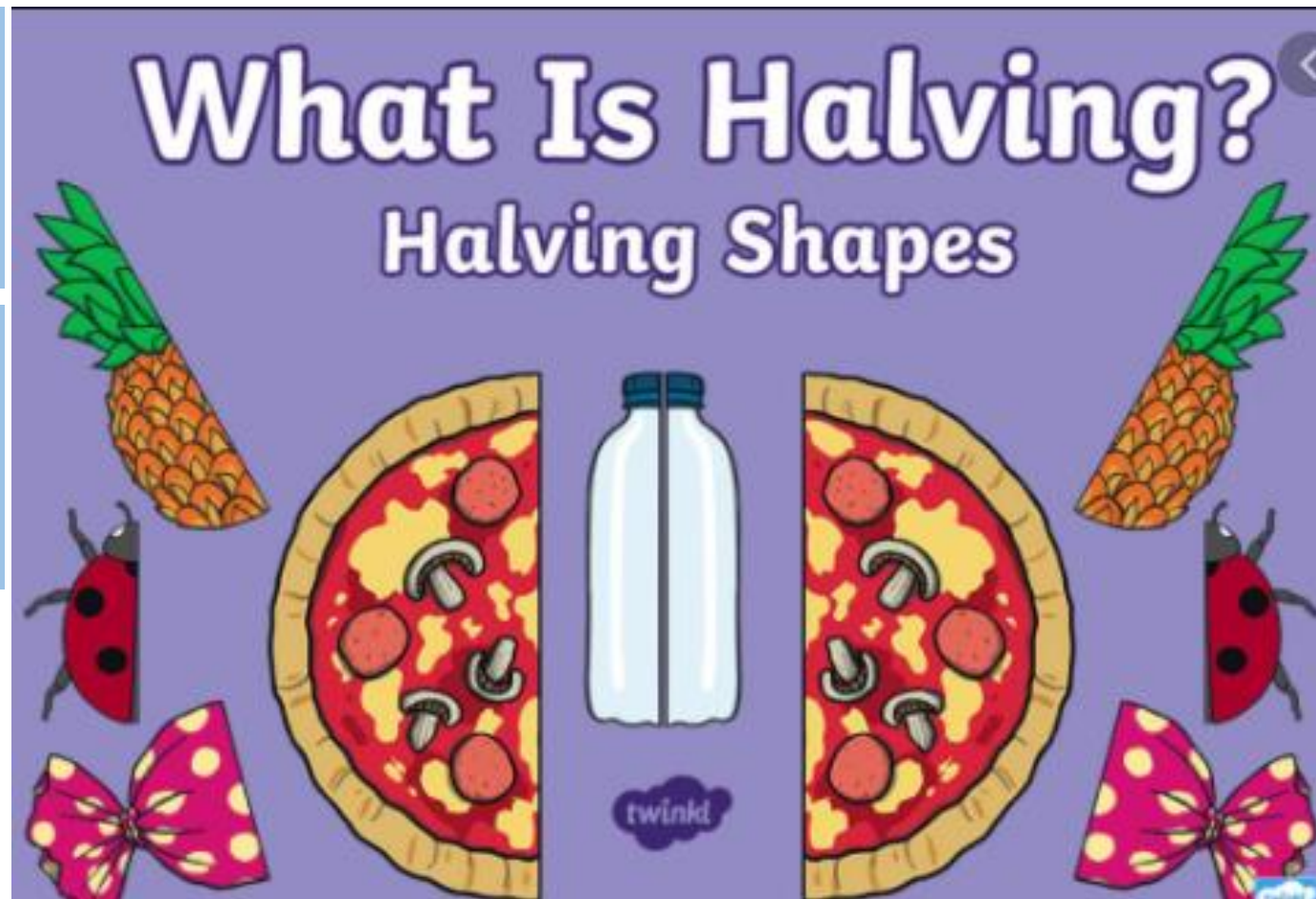
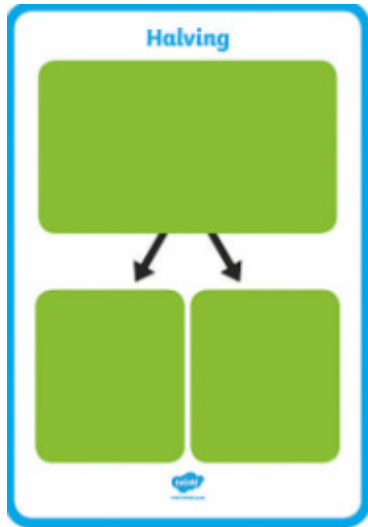
Maths- Number

Doubling Numbers

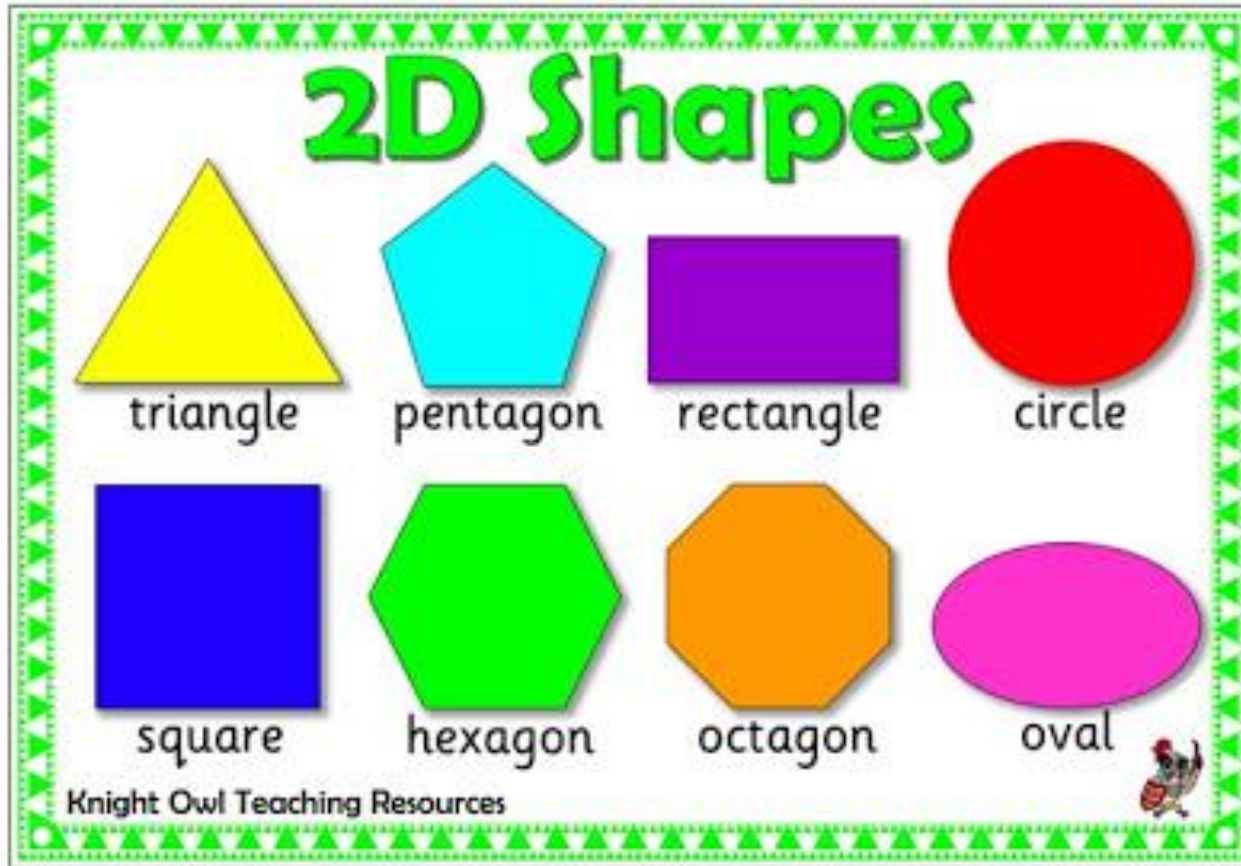
$0+0$ 0	$1+1$ 2	$2+2$ 4	$3+3$ 6
$4+4$ 8	$5+5$ 10	$6+6$ 12	$7+7$ 14
$8+8$ 16	$9+9$ 18	$10+10$ 20	$11+11$ 22

Maths- Number

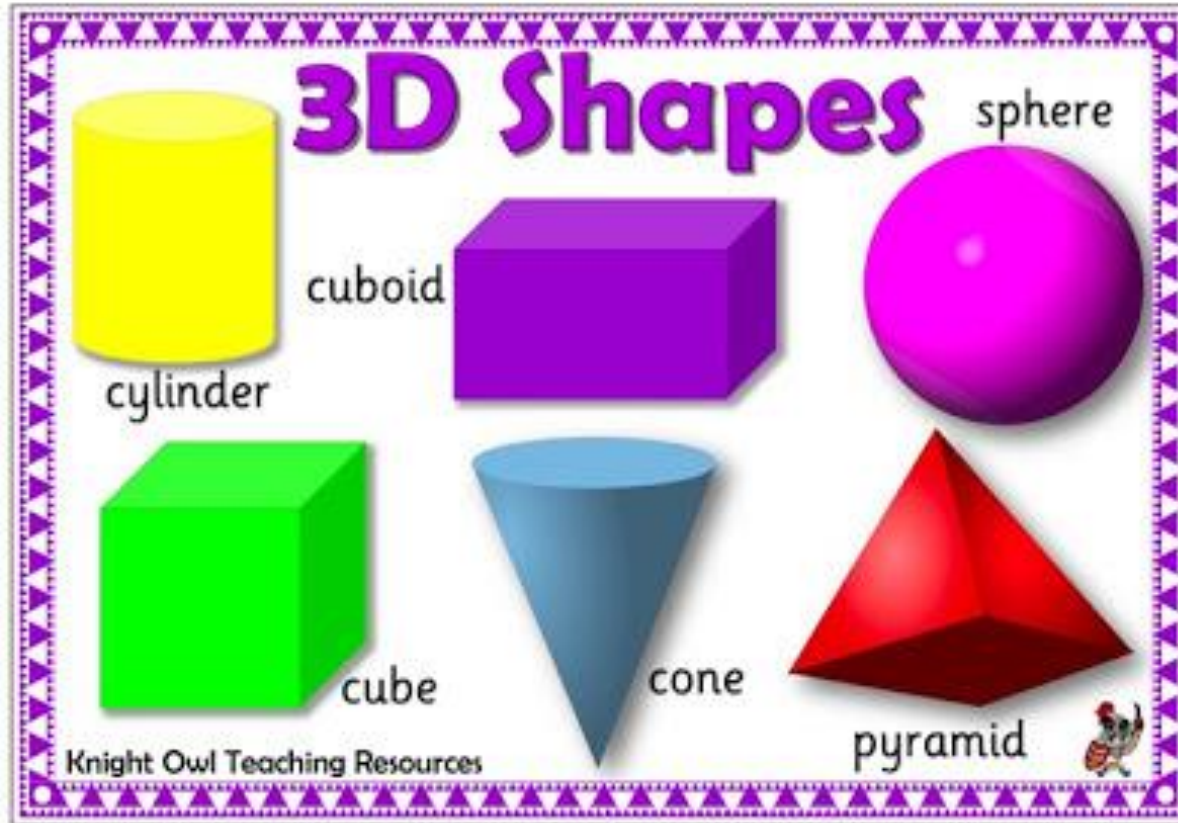
Halving Shapes and Numbers



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

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.

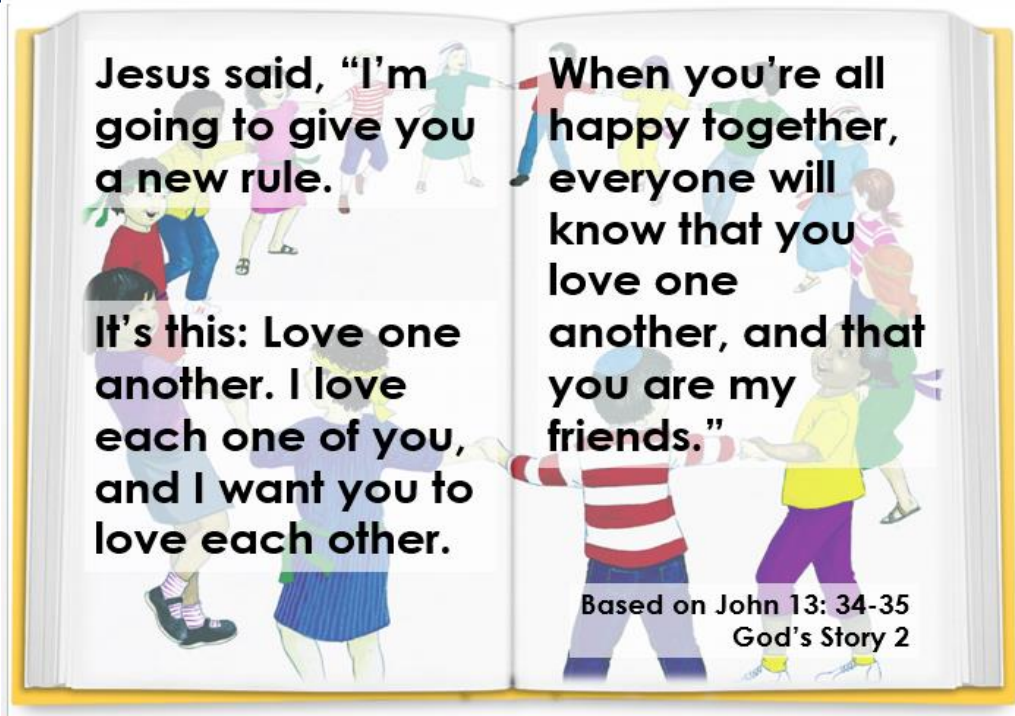


Religious Education

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

Environmental Geography

History

ICT – Technology

Reception Focus: (Understanding the World)

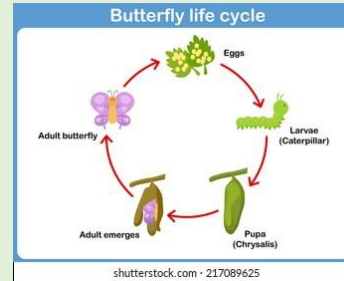
In both Science and Geography this half term, we are learning about change over time and growth. We will learn about seasonal change moving onto plant growth and animal growth,



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.

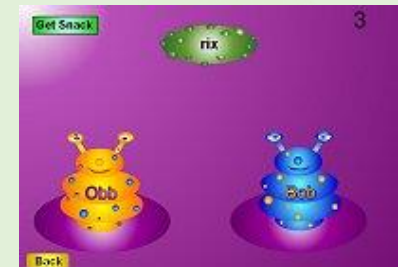
We will learn about the language of change over time as we study animal life cycles.

Key words

life cycle	change
grow	develop
chick	hen
caterpillar	butterfly
tadpole	frog
egg	time



We will continue to work on age appropriate software that helps complement the children's learning in other curriculum areas developing their use of technology including programmable toys.



Art- Colour and Impressionism

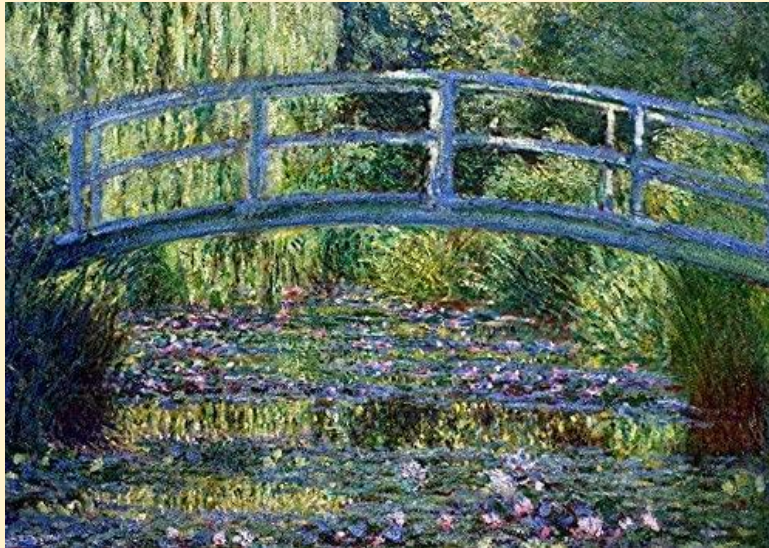
Reception Art and Design Focus:
(Expressive Arts and Design)
(Physical Development)

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)
(Physical development)



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.

Personal, Social and Health Education

Reception Focus:
(Personal, Social and Emotional Development)



We will focus on a unit of work on Keeping Safe. The children will learn about understanding how we take actions to stay safe and people who care for us and keep us safe.

Relationships and Health Education

Reception Focus:
(Personal, Social and Emotional Development)

Linked to the theme of Keeping Safe in PSHE lessons this half term, the children will learn about keeping our bodies safe by learning about sun safety and using medicines, first aid and people who keep us safe in an emergency.

The children will also learn that we should always try to look after our bodies because God created them and gifted them to us.

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:



PE-Ball Skills and small sided games

Reception Focus:
(Physical Development)
(Personal, Social and Emotional development)

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

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
Levels
Bend
Stretch



Key Words :

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

Foundation Subject IMPACT QUESTIONS

**Science ,Environmental Geography
And History**

What do plants need to help them grow?

Tell me about changes that happen over time in an animal life cycle.

ICT

Show me how to use a bee bot .

Art

Show me how you mix colours.

Music and Movement

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

**Relationships and
Health Education/PSHE**

Tell me 3ways that you can stay safe.

PE

Show me how you can bend and stretch.