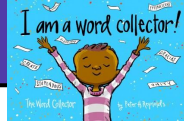




Welcome to Acorns

Knowledge Organiser Spring Term 2
Roaming Through the Rainforest

Communication and Language



Vocabulary Concepts:

Prepositions - In On Under Off Behind In front Through
Between Next to

Comparisons - Same Not same Different

Questions - What What doing Who Where When Why

Sequential First Next Last Before After Then Night Day
Today Tomorrow Yesterday

Revisit/ ongoing throughout the year:

Learn new vocabulary

Use new vocabulary in different contexts

Use new vocabulary through the day in
discussions and conversations

Learn new rhymes, poems,
songs, traditional stories

Listen to and talk about stories to build
familiarity and understanding



Listening: & Attention

Engage in non-fiction books - Listen to and talk about
selected non-fiction to develop a deep familiarity
with new knowledge and vocabulary.

Encourage the children to listen carefully to the
speaker and ask simple questions.

Respond:

Do Rainforest Animals make good pets? - Introduce
and welcome a Visitor from the Rainforest for the
children to take care of. Invite children to share what
the animals get up to at home.

Understanding:

Daily talk time based around theme and linked to
Wellcomm assessments.

Introduce whole class guided reading.

Speaking:

Describe events in some detail

Use talk to help work out problems and organise
thinking and activities to explain how things work and
why they might happen.

Home Learning:

Use prepositions in everyday talk to describe where things are eg look the cat is behind the sofa.

Personal, Social & Emotional Development



Vocabulary:

Exercise, physical activity, sleep, clean, stranger danger, hygiene, hand washing, wellbeing, safe, healthy/unhealthy, diet, feelings,

Revisit/ ongoing throughout the year:
Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary
Listen to others, speak to peers and adults and engage in discussions in a positive way

Home Learning:

Have a look through magazines and cut out pictures of foods. Can you make a healthy plate using these pictures?

Express feelings: and social skills

Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Set and work towards simple goals

Confident to try new activities, Explain the reasons for rules.

Self-awareness:

Exercising bodies

Physical activity

Healthy food Sleep Keeping clean

Safety - Medicines

Manage own basic hygiene and personal needs.



Being confident to try new activities, co-operating and taking turns

Jigsaw: Healthy Me

Understand how my body works and talk about things I need to do to keep it safe and healthy.

Know that my body is special and that I need to take care of it.

Discuss ways to stay healthy that can help me feel happy.

Suggest how my body might come to harm if I make unhealthy choices.

Explain how healthy choices affect the way I feel about myself and help to make me happy.

Revisit/ ongoing throughout the year

Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.



Home Learning

Ball skills;
With a partner, practise throwing and catching a ball using underarm.
Balance on one foot.

Vocabulary

control, roll, left/right, slowly, quickly, balance

Physical Development



REAL PE FOCUS

Creative Cog Focus: I can explore and describe different movements. I can observe and copy others.

Fundamental movement skills: Coordination- ball skills

Counter balance- with a partner

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Gross motor:

Coordination- exploring ball skills and counter balance with a partner.

Fine motor:

Hold pencil effectively with comfortable grip
Forms recognisable letters most correctly formed

Literacy



Vocabulary:

Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment, word, sentence, finger space, full stop, caption, facts, non-fiction, title, label, explain, actions, information, heading, sequencing, pictures, caption, questions, adjectives (describing words), deep, Wet, rainy, cold, hot, humid, sunny, rainforest.

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

COMPREHENSION:

Whole Class Guided reading- simple comprehension skills & questions

WORD READING:

Begin to read words and simple sentences.

Read simple phrases and sentences made up of words with known letter-sounds.

Re-read these books to build up confidence in word reading, fluency and understanding /enjoyment.

Home Learning:

Regular reading and sharing of books. Don't forget to write this in the reading record.

Writing:

Hold pencil effectively with comfortable grip
Forms recognisable letters most correctly formed
Use phonic knowledge to write simple words and attempt more complex words

Begin to write short sentences using modelled sentences.

Writing simple non fiction facts about rainforest animals

Language:

Develop vocabulary further by playing word catching games.

Handwriting:

Pegs to Paper & Penpals.

Penpal handwriting books used to practise formation.

Revisit/ ongoing throughout the year

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.

Phonics - Phase 3

Continue to practise CVC blending and segmentation in this phase and apply knowledge of blending and segmenting to reading and spell simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words. They will also learn to read the high-frequency 'tricky' words: **he, she, we, me, be, you, all, are, her, was, they, my.**

Home Learning

Record what the rainforest animal has experienced at your home?

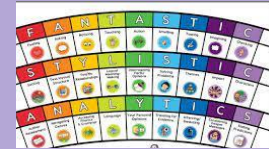
The Write Stuff

1. Understanding of the uniqueness of each child
2. Nurturing deep talk and developing listening
3. Providing a rich repertoire of real and imagined experiences to ignite writing

Grandma Fantastic

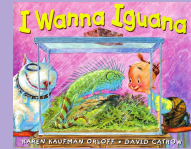


EYFS Rainbow

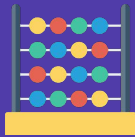


Word collecting to improve our sentences using a range of rainforest stories.

I Wanna Iguana: Non-Fiction writing -Persuasive letter to own a pet.

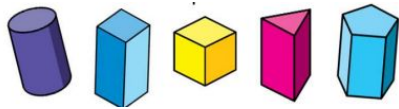
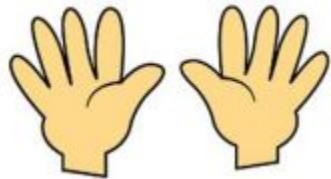


Mathematics



Vocabulary:

Compare, same, different, more, less, fewer, quantity, larger, smaller, estimate, tallest, shortest, how do you know? Order, Explain, eight, nine, ten, part whole, number bonds.



Number and Patterns:

Numbers 9, 10 comparing numbers, composition, number bonds to 10

Count reliably up to ten objects

Estimate a number of objects that can be checked by counting

Recognise numerals of personal significance

Shape Space and Measures:

Create more complex patterns building on previous work on simple pattern

Explore 3D shapes looking at similarities and differences

Use everyday language related to position

Months of the year

Home Learning:

Explore ways of making 10 with different objects at home. How many ways can you find?

Revisit/ ongoing throughout the year

Communication: Understand the past through settings, characters and events encountered in books read in class and storytelling

Observation:

Understanding the World



Vocabulary: The World Earth People/ Humans Animals Plants Nature Man-made Environment Community Tradition Observations, cold, hot, humid, climate, camouflage, canopy, understory, emergent layer, deforestation, extinct, habitat, hibernate, tropical, native, vegetation.

RE: Understanding Christianity -

Salvation – Why do Christians put a cross in an Easter garden?






- Puddles and the Happy Easter Day Explore the Easter story and the importance of the cross as a symbol to Christians.
- Work with a florist on an Easter cross project.

Science

Snap Science- Who has stripes? Looks at stripes in nature, and in particular animals with stripes. Children will choose an animal to find out about and create a life-sized picture showing the stripes in detail. They will think about how an animal's stripes may help to keep them safe in their natural environment. This will introduce the big biology ideas of habitat and adaptation that they will meet in KS2. Children will use secondary sources of evidence, including photos, non-fiction texts and adult experts.

Forest School: Tools – saw & loppers

Key Words

Jesus 	Christians believe he is God in human form
Palm Sunday 	The day Jesus rode on the donkey
Cross 	A symbol of Jesus dying to show God's love
Easter Sunday 	Celebration of Jesus coming back to life.
Forgive 	To make friends again.

Why do Christians put a cross in an Easter garden ?



Now...

I know what happened on Palm Sunday and Easter Sunday.

I can say sorry if I do something wrong.

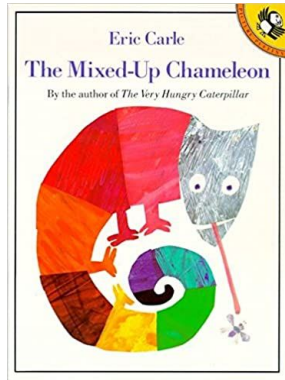
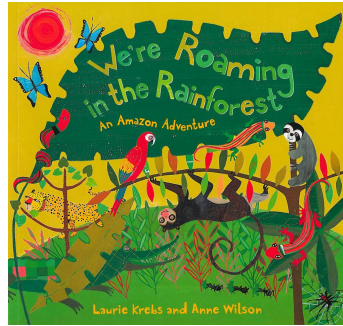
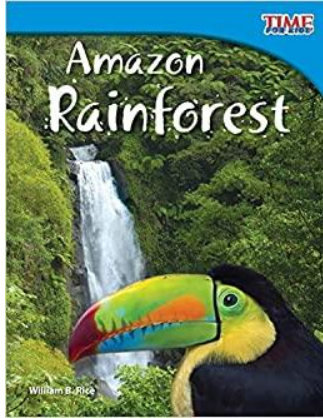
I can forgive someone who says sorry.

I know that Christians believe God forgives those who say sorry.

Home Learning:

Create a fact file about a rainforest animal to bring in and share with the class.

Understanding the World



Geographical Skills:

- Observe, find out about and identify features in the place they live compared to the rainforest, looking particularly at the natural world.
- Find out about their environment and talk about those features they like and dislike.
- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.
- Observe and identify features in the place they live and the natural world.
- Talk about features.
- Find out about the environment by talking to people, examining photographs and simple maps and visiting local places.
- Use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'.
- Introduce climate differences in different places.

Expressive Arts and Design



Vocabulary

Brush, paint, mix, palette, dip, colour, names, artist, painter, sculptor, same, different, impression, print, pointillism, symbol, sew, thread, stitch, needle, knot, pitch, rhythm, phrases, pulse, sing, song.

Revisit/ ongoing throughout the year

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Explore and engage in music making and dance, performing solo or in groups.

Art study – Aboriginal art: Pointillism and symbols to tell a story



Performance - Rainforest explorer dance

Design - Sewing DT Project

Animal feet- Clay sculptures



Charanga: Everyone Unit: Our World

Songs:

- Old MacDonald had a farm
- The wheels on the bus
- Incy Wincy spider
- Baa Baa Black Sheep
- Find the pulse and show others your ideas
- Copy-clap some rhythms of phrases from the songs.
- Explore high pitch and low pitch using the images from the songs.

