



Welcome to Acorns

Knowledge Organiser Autumn Term 2

Let's Celebrate



Key Knowledge

People and events from the **past** create some of the **festivals** and Celebrations celebrated today.

On **November 5th** people across the **UK** celebrate Bonfire Night as it is the **anniversary** of the attempt to blow up the Houses of Parliament by a group led by a man called **Guy Fawkes** in 1605. Bonfires are lit to burn the 'guy' a kind of dummy that represents Fawkes and **fireworks** are set off.

Role play:
Hindu House (Tara & Rahim)

Nativity Stable

Know that light helps us see and that darkness is the absence of light

Natural sources of light - Sun, Fire, Lightning. The **moon is not a light source.**



Man made light sources are lights, the TV screen

The source means where light comes from

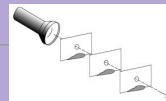
Man made sources need **electricity**

Electricity can be **stored** in **batteries**

Light travels in **straight lines**



Shadows are made when light is **blocked**



Remembrance day is the **11th November** and is a day when we remember **soldiers** who died in **wars**. We wear **poppies** to remember them as poppies grew in the **battlefields**. The poppy is a red flower and grew in **Flanders Field in Belgium**. We hold a 2 minute **silence** to remember the war.



Diwali is the **Hindu festival of lights**. **Hinduism** is a religion where people believe in a **God**. They **pray** and go to **temples**. Diwali follows the story of **Rama, Sita and the goddess Lakshmi**. **Hindus** draw **Rangoli** patterns on their doorways and light **Diwa** lamps.



Advent and Christmas is a **Christian** celebration. Christmas is on the **25th December**. Christians celebrate **Jesus' birth** and learn the story of **Mary, Joseph, the innkeepers, the wise men and the angels**. At Christmas people give **presents** and **decorate** their houses.



Communication and Language

Vocabulary Concepts:

where, what, why, who, how, either, or, in front, beside, between, until, while, but, although, above, after, all, around, back/backwards, before, behind, below, both, different, early, forwards, front, story telling language

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, and songs

Listen to and talk about stories to build familiarity and understanding



Listening:

Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.

Attention:

Make comments about what they have heard

Respond:

Ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully and begin to learn simple stories, songs and rhymes.

Understanding:

Follow 2 step instructions e.g., put the bookbag in your cube and self register

Understand 'why' questions.

Speaking:

Use sentences of 4-6 words.

Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.

Begin to use social phrases e.g., 'Good Morning!

Use talk to organise themselves and their play.

Home Learning:

Play a game of 'I Spy' using adjectives (describing words) such as "I spy something coloured red/ blue ... or something round/ spikey/ shiny ... or something that is big/ beautiful/ smelly/ growing/ hot/ noisy"

Personal, Social & Emotional Development



Vocabulary:

Myself, Feelings, Being gentle, Rights, Talents, Responsibilities, Families, Home, Friends, Challenges, Perseverance, Jobs, Help, Exercise, Healthy food, Physical activity, Sleep, Clean, Bodies, Respecting my body, Fun, Fears, Growth,

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:

Can you learn a new skill or talent that you can share in school?

Express feelings:

Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.
Begin to understand how others might be feeling.

Build constructive and respectful relationships.

Manage behaviour:

Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others

Self-awareness:

Know what they like and do not like.

Understands there are responsibilities in the classroom to follow and expectations for behaviour.

Independence:

Can independently organise themselves in the morning

Can manage their own personal hygiene e.g., toileting.

Can follow 2 step instructions.

Collaboration:

Interested in others play and starting to join in.

Knows we work together to follow the class responsibilities

Give focused attention to what the teacher says

Social skills:

Build constructive and respectful relationships.

Engage in positive interactions with adults and peers.

Play with one or more children, extending and elaborating play ideas.



Jigsaw: Celebrating Difference

Identifying talents

Being special

Families

Where we live

Making friends Standing up for yourself

Anti Bullying week -

Revisit/ ongoing throughout the year

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

Home Learning

Ask your child to practise stretches before bedtime to relax, prepare their eyes and body for a restful night sleep.

Vocabulary

Warm up, roll, pirate balance, side step, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still

Physical Development



Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, changing

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming through cooperation/ parachute games.

PE FOCUS

Literacy



Vocabulary: Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment.

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

Listen and enjoy sharing a range of books.

Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom.

Know the difference between text and illustrations.

Enjoy joining in with rhyme, songs, and poems.

Join in with repeated refrains and key phrases.

WORD READING

Hear general sound discrimination and be able to orally blend and segment.

Home Learning:

Ask your child to be a sound detective and look for sounds of the day in some old magazines/newspapers at home

Ask your child to complete their sound scrapbook

Ask your child to read their decodable book, tuning into focus sounds

Emergent writing:

Develop listening and speaking skills in a range of contexts.

Aware that writing communicates meaning.

Give meaning to marks they make. Understand that thoughts can be written down.

Write their name copying it from a name card or try to write it from memory.

Composition:

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

Spelling:

Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

Handwriting: Penpals

Know that print carries meaning and in English, is read from left to right and top to bottom.













Draws lines and circles.

Helicopter Stories:

Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.

Revisit/ ongoing throughout the year

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

Phase 2 grapheme information sheet		Autumn 2	
Grapheme and mnemonic	Picture card	Pronunciation phase	Remediation phase
 j		Push your lips and show your teeth and your tongue as you say jjjj	All the way down the j-j-j-j. Don't go to the top!
 v		Put your teeth against your bottom lip and make a buzzing noise.	Down to the bottom of the v-v-v-v, and back up to the top.
 w		Push your lips and hold them small as you say w w w	From the top of the nose to the bottom, tip the nose, down the nose, then up again.
 x		Mouth open then push the air through as you show your teeth as if it is a 'k'	Start at the top, then across to the bottom of the top. Start at the top, then across to the bottom of the top.
 y		Smile, tongue to the top of your mouth, say y without opening your mouth.	Down and round the g-g-g, then follow the string round.
 z		Show me your teeth and buzz like a buzz saw zzzz	Zip across, zig down and across the table.

Phonics

Phase 2 & 3

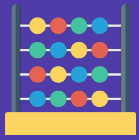
Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Recognise phase 2 & 3 sounds Hear and write them in CVC words.



Home Learning

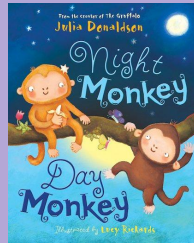
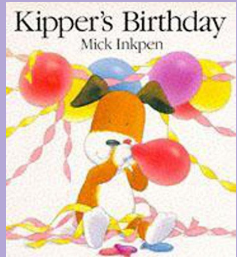
Choose one or two sounds to focus on each day and make some words containing these sounds, ask your child to read the words that you make ... are they real or nonsense alien words?

Mathematics



Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough



Composition of numbers 1-3 and representation of these numbers

Introducing numbers 4, 5, 0

Early doubling

Count out a smaller number of objects (up to six) from a larger group

Match and compare objects in two sets, recognising when the sets contain the same number of objects

Move around or partition and recombine small groups of up to four objects and recognise the total is the same

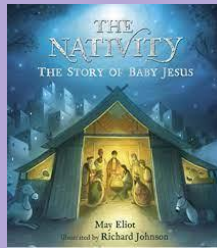
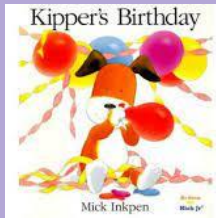
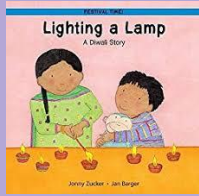
Recognition and use of 3D shapes
Use everyday language related to weight

Measure short periods of time



Home Learning:

- Sort shapes into circles and triangles. What do you notice? How do you know that it is a circle or a triangle?
- Play dominoes and learn the dot patterns for numbers without counting them.
- Play dice games and learn the pattern of the numbers.



Understanding the World



Revisit/ ongoing throughout the year

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly Forest School sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Vocabulary:

Celebrate, celebration, festival, family, costume, present, gift, birthday party, Christmas, Diwali, culture, belief, decoration, parade, gathering, group, party, season, changes, fire, burn, safety, light, heat, fuel, oxygen, spark.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries and stories from other cultures

RE:

How do people celebrate? Diwali

Use persona dolls to introduce the faith Hinduism.

Understanding Christianity:

Incarnation – Why do Christians perform Nativities at Christmas?

Science

Exploring change and decay (seasonal)

Forest School: Introduce Fire with fire steels to make a spark.

Snap Science: Winter Trees

Home Learning:

• Talk about family celebrations and what customs and preparations take place. * Make party invitations for a teddy tea party or another celebrations. * Make and write cards for different celebrations. * Research how people celebrate different festivals all around the world. How is Christmas celebrated in Italy, Spain, Russia?

Expressive Arts and Design



Vocabulary

Thick, thin, soft, pattern, line, shape, detail, charcoal coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch

Revisit/ ongoing throughout the year

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

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



Join in with role play games and use resources available for props; build models using construction equipment.



Diva lamps - using a range of different media
Rama and Sita puppet show

Changing words to Nursery rhymes

Sing in a group or on their own, increasingly matching the pitch and following the melody - Nativity Singing

Performance - Nativity Production

Provide opportunities to work together to develop and realise creative ideas. Develop storylines in their pretend play.

Artist study - Kandinsky - coloured shapes
Yayoi kusama (collaborative work with dotted art)

Charanga: My Stories Unit:

- I'm A Little Teapot
- The Grand Old Duke Of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song

Sing in a group or on their own, increasingly matching the pitch and following the melody.

