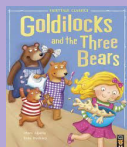




Welcome to Acorns
Knowledge Organiser Spring Term 1

Open the Book

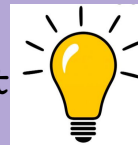
Books we will share:



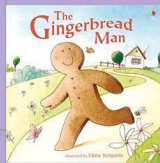
Key Knowledge

Big Idea

Space - What planet am I from?
(Science)



Gingerbread Man



Making **bridges** for the 3 Billy Goats Gruff



Cook porridge by heating oats and milk for Goldilocks



These are **traditional** tales. Traditional means that something has been done for a long time without changing



Subject Specific Vocabulary

astronaut	An astronaut or cosmonaut is a person that travels into space.
Moon	The Moon orbits (goes around) the Earth.
solar system	Our solar system consists of the sun and the 8 planets that orbit it.
NASA	The group of people in America in charge of flights into space.
space	The area that contains everything outside of the earth.
planet	A large natural object that orbits a star. The Earth is a planet.
Neil Armstrong	The first man to walk on the moon.
mission	An important job to be completed.
Apollo 11	The spaceflight that first landed humans on the moon.

Explore and talk about different forces they can feel.

- Discuss how space has no gravity – investigate forces – push/pull , magnets – attraction and repulsion

Recognise some environments that are different to the one in which they live.

- Explore what it would be like to live on a space station, what would be the same/different

Talk about the differences between materials and changes they notice.

- Compare – food we eat to that of an astronaut
- Rehydrate food and notice the changes

Significant Person:
Neil Armstrong



Communication and Language

Vocabulary Concepts:

First, next, beginning, middle, end, after, then, next, character, plot, setting, story, book, where, why, when, what.



Revisit/ ongoing throughout the year:

Learn 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

Vocabulary	Definition
Traditional Tale	A story that has been retold over many years. Sometimes called a fairy tale.
Setting	Where a story takes place, such as a
Plot	It describes the events that make up a story. There is often a sequence of
Character	A person or animal in a story.
Fable	A short story that has a moral .
Hero	The main character in a story. A hero is usually a character who is good and
Villain	The character who is the opposite of the hero. The villain could be mean,

Listening: Listen carefully to rhymes and songs, paying attention to how they sound.

Attention: Make up our own stories - Introduce Story Scribing/ Helicopter Stories.

Respond: Join in with repeated phrases of traditional tales. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher's and songs, paying attention to how they sound.

Understanding: Share our favourite stories from home. Talk through main events of stories.

Speaking: Articulate their ideas and thoughts in well-formed sentences. Use and celebrate newly acquired vocabulary.

Participate in small group, class and one-to-one discussions, offering their own ideas. Connect one idea or action to another using a range of connectives.

Home Learning:

Retell traditional stories in sequence and using repetitive language found in the text eg Run, run as fast as you can.

Personal, Social & Emotional Development



Vocabulary:

Challenges, perseverance, jobs, Responsibilities, taking turns, being polite, manners, help, dreams, goals.

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:

Decide upon and practise a new skill. Take pictures to bring in and share.

Express feelings: and social skills

Identify and moderate their own feelings socially and emotionally.
Talk about how they are feeling and be able to label these emotions.

Manage behaviour: / Self-awareness:

Compromising and solving conflicts; understanding how actions affect others. Be able to engage in reflective conversations based around conflict or behaviour.

Show resilience and perseverance in the face of challenge.



Jigsaw: Dreams & Goals

Discussion about the Christmas holiday.

Challenges

Perseverance

Goal-setting

Overcoming obstacles

Seeking help

Jobs

Achieving goals

Revisit/ ongoing throughout the year

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



Home Learning

Use scissors to cut out simple shapes accurately by tracing the line. Use your shapes to make a picture.

Vocabulary

Dribbling, patting, catching, kicking, aiming, target.

Balance, climbing, symmetry.

Construct, tools, snip, cut, join, fold.

Physical Development



Get Set PE

Focus: **Ball Skills**

- I can negotiate space safely with consideration for myself and others.
- I follow instructions involving several ideas or actions.
- I persevere when trying new challenges.
- I play ball games with consideration of the rules.
- I play co-operatively and take turns with others.
- I use ball skills with developing competence and accuracy.

Key Skills

- Physical: rolling a ball
- Physical: tracking a ball
- Physical: throwing at a target
- Physical: bouncing a ball
- Physical: dribbling a ball with feet
- Physical: kicking a ball
- Social: co-operation
- Social: sharing and taking turns
- Emotional: determination
- Thinking: using tactics
- Thinking: decision making

Fine Motor

- Begin to form letters correctly
- Handle tools, objects, construction and malleable materials with increasing control

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, re-tell, sequence, props, picture, characters, problem, beginning, middle, end, character description, fiction, story map, once upon a time, then, now, emotions, scared, sneaky, naughty.

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:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.

Retell a story with story language and a problem.

WORD READING:

Begin to segment sounds and blend.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to Phonic Bug.

Home Learning:

Fold paper to make your own book including characters from familiar stories. Can you read the story to your family at bedtime?

Writing:

Extend spoken vocabulary.

Recognise some familiar words. Begin to form letters correctly.

Use writing as a means of communicating to audience

Write own name and labels/captions

Write simple refrain from the story. E.g. Run, run as fast as you can.

Language:

Introduce word of the day, display and celebrate the use of new words.

Introduce Grandma Fantastic and her vocabulary in her basket.

Handwriting: Pegs to Paper & Penpals.

Penpal handwriting books used to practise formation.















Helicopter Stories:

Adults to scribe children's stories and act them out on a story stage.

Revisit/ ongoing throughout the year:

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

Phonics

 ai	 ee	 ur	 ow
 igh	 oa	 oi	 ear
 oo	 oo	 air	 er
 ar	 or		



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



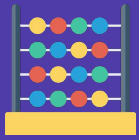
EYFS Rainbow



Home Learning

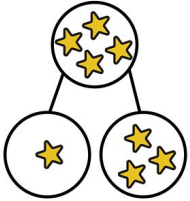
Can you carry out a sound walk using your phonic cards? What can you find contain the digraph sounds we have learnt this term?

Mathematics



Vocabulary:

Four, five, six, seven, build, count, one more, oneness, recognise
Predict, add, take away, equals, sides, shapes, square.
Rectangle, corners, number line, order, smallest, biggest,
difference, count back, count forwards, number bonds.



Number and Patterns:

Composition of 4, 5, 6, 7

Adding and subtracting to 4 and 5

Digging Deeper / Problem solving: Children solving problems relating to addition and subtraction to 5.

Early doubling.

Count reliably any arrangement of up to 7 objects

Find one more and one less than a number from 1 to 10

Begin to estimate how many objects can be seen and check by counting (up to ten)

Shape Space and Measures:

Recognise patterns

Use everyday language related to capacity

Days of the week

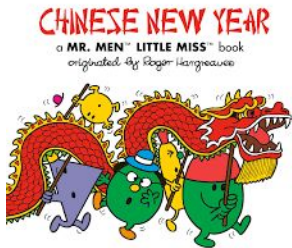
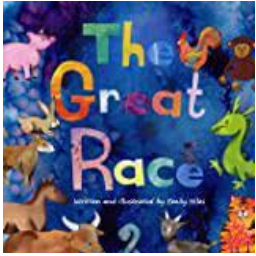
Home Learning:

Can you use a mirror to double a group of objects?

Revisit/ ongoing throughout the year

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

Observation: Winter Trees



Understanding the World



Vocabulary:

Chinese New Year, Chinese dragon, Chinese numbers, Chinese lantern, past, present, future, change, winter, season, environment, ice, cold, frozen, wind, sun, sky, moon, light, dark, heat.

RE: What can we learn from stories? Looking at a range of stories with strong morals from different religions.

Science

Recognise some environments that are different to the one in which they live.

Lunar New Year & Chinese New Year - how is this celebrated around the world and how do people prepare for the celebration?

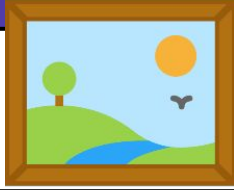
Snap Science- What happens at night? What is in the sky? What is the moon?

Forest School: Tools – saw & loppers

Home Learning:

Research how Chinese New Year is celebrated around the world.

Expressive Arts and Design



Vocabulary

Primary colours, secondary colours,
Joining, rolling, folding, stencils,
decorating, dabbing, sponging, moving,
split pins, structure, purpose
Perform, sing, dance.

Revisit/ ongoing throughout the year

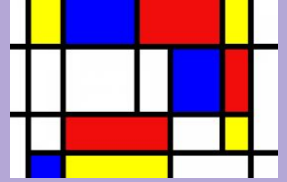
Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

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.



Colour mixing – secondary colours
Rockets – 3D collages
Construction
Dancing/mime to music



Artist study – -Mondrian (primary colours)

Performance - Chinese New Year songs

Design - design,make and evaluate Chinese New Year decorations

Charanga: Everyone Unit:

- Wind The Bobbin Up
- Rock-a-bye Baby Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes

Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.

Copy-clap some rhythms of phrases from the songs.
Explore high pitch and low pitch in the context of the songs.

