



Welcome to Acorns

Knowledge Organiser Spring 2 Term 4

Out & About: Who lives in a house like
this?

Books we will share:

Key Knowledge

Big Idea

Location (Geography)
 Materials (Science)
 How Midsomer Norton has changed (History)



Know that I live in **Midsomer Norton** which is a **Town** close to the **city** of **Bath**



We live in a **country** called **England** which is part of the **UK**



Describe places near us using words like **local**



Know that a **map** is drawing of an area from **above** (as if a bird was flying over and looking down - this is known as a **bird's eye view**)

Find Bath and Midsomer Norton on a **map** of England and the UK on a map of the world

To continue to recognise the terms now and past when talking about the differences of places and things in our local area.

Identify different materials

Wood



Straw



Bricks/rocks/stone



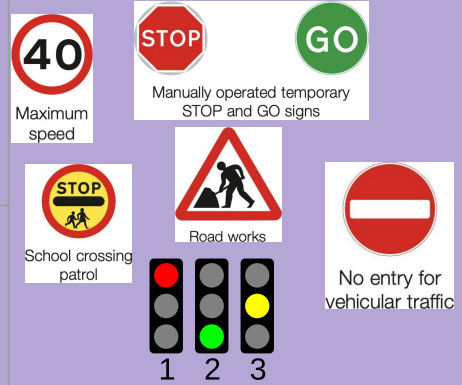
Glass



Plastic



Know that different **materials** are used for different things. Explore different materials and how **strong, weak, wobbly, see through, heavy or light** they are



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

Listen to and talk about stories to build familiarity and understanding.

Respond:

Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

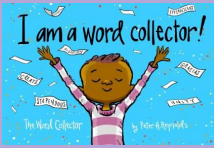
Understanding:

Guided reading - show a deeper understanding during group discussions based around story.

Speaking:

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

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. vocabulary in different contexts



Home Learning:

Retell the story of The Three Little Pigs.

Personal, Social & Emotional Development



Vocabulary

Exercise, physical activity, sleep, cleanliness, 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:

Can you keep a teeth cleaning diary and time your brushing for 2 minutes each time?

Express feelings: and social skills

Think about the perspectives of others and the impact our choices can have on other.

Manage their own needs independently.

Working as a group, knowing boundaries of behaviour

Self-awareness:

Confident to try new activities outside of our everyday routines

Explain the reasons for rules and demonstrate how to follow them within the school day.

Manage own basic hygiene and personal needs

Understand the need for oral Health and hygiene



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

Set up an obstacle course in your garden or safe indoor space. Move over, under, through and around the equipment you use. Carry out a time trial.

Vocabulary

Over, Under, Through, Around, Walk, Run, Skip, Tiptoe, Crawl, Climb, speed, movement.

Physical Development



Get Set for PE Dance

- Physical: travelling, copying and performing actions, co-ordination
- Social: respect, co-operating with others
- Emotional: working independently, confidence
- Thinking: counting, observing and providing feedback, selecting and applying actions

Gross motor:

Obstacle activities- children moving over, under, through and around equipment

Fine motor:

Develop the foundations of a handwriting style which is fast, accurate and efficient- Penpals handwriting scheme.

Develop pencil grip and letter formation continually - Pegs to Paper, Pen disco, Funky Fingers and Dough gym.

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..

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:

Group Guided reading-simple comprehension skills: answer questions linked to the text.

Books with sentences and stories

Demonstrate understanding of what has been read to them as well as what they have read themselves.

WORD READING:

Read words consistent with phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Home Learning:

Use a newspaper or magazine to and search for tricky words.

Writing:

Spell words by identifying the sounds and then writing the sound with letter/s.

Write simple phrases and sentences that can be read by others.

Language:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Handwriting:

Form lowercase and capital letters correctly.

Revisit/ ongoing throughout the year

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

Phonics - Phase 3

Review Phase 3: er air words with double letters longer words, words with two or more digraphs, longer words words ending in -ing compound words, longer words words with s in the middle /z/ s words ending -s words with -es at end /z/

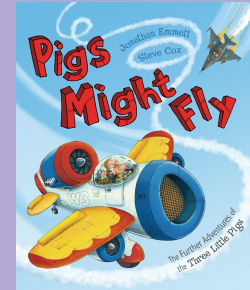
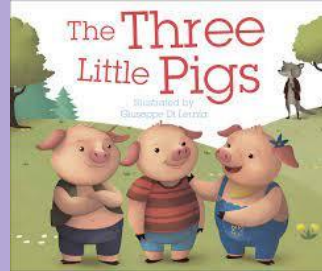
The Write Stuff

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

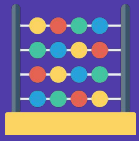
Grandma Fantastic



EYFS Rainbow

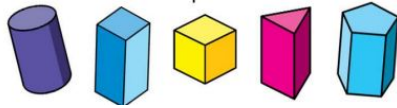
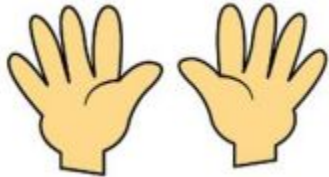


Mathematics



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:

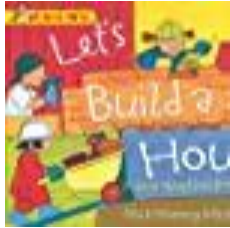
Explore ways of making 10 with different objects at home. How many ways can you find?

Revisit/ ongoing throughout the year

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

Observation: Explore the natural world around them.

Draw information from a simple map.



HENRY'S MAP



David Elliot

Understanding the World



Vocabulary: Materials, changes, Diagrams, Living things, Habitats, Weather, buildings, house, flat, town, village, city, local area, Church, shop, high street, natural, man made, natural, sand, brick, sticks, staw, ice, melt, heat, liquid, solid, features, maps, busy, quiet, pollution, litter.

RE: Discovery RE - E: 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

Understand the important processes and changes in the natural world around them, including seasons and changing states of matter: ice to water.

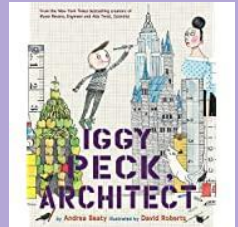
Snap Science-

Who lives in a house like this?

What are houses built from?

What is the best material for the job?

Forest School: Exploring colour in the natural world

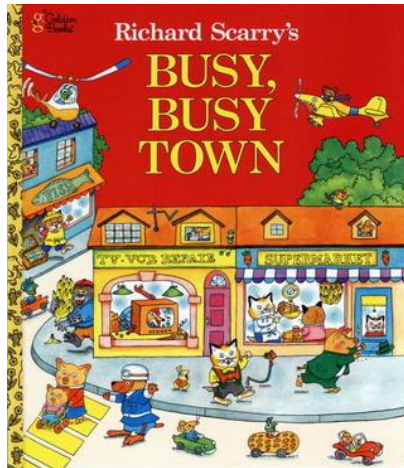


Home Learning:

What local features do you see on your way home from school? Can you draw these on a map?

What is your house built of? Can you take a picture of the places near to your house?

Our Local Area – map places and geographical features.



Understanding the World



Geographical Knowledge: Local Area

- Observe, find out about and identify features in Midsomer Norton compared to other areas previously studied, 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.
- Talk about features they observe.
- 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, 'busy', 'quiet' and 'pollution'.
- Introduce climate differences in different places.

Expressive Arts and Design



Vocabulary

Make, Evaluate, Mod-roc, Materials, Paint, Colour, Tone, portrait, Artist, Cut, Perform, Instrument, Listen, Singing, Move, Express, Join, Link.

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 Kandinsky - colour mixing using primary colours
Colour mixing - tones to use to create in the style of Kandinsky

Performance - Listen attentively, move to and talk about music, expressing their feelings and responses. Movement mindfulness sessions weekly.

Design - Choosing and using a range of materials
Look specifically at joining materials together.



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 song

