



Welcome to Acorns

Knowledge Organiser Summer 1 Term 5
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**



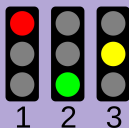
Describe places near us using words like **local**



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



Home Learning:

Retell the story of The Three Little Pigs.

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.

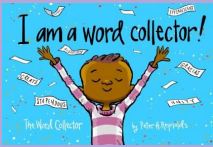
Understanding:

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



Personal, Social & Emotional Development



Vocabulary:

Family life, Friendship, Falling out, Emotions, Kindness, Caring, Ready, Respectful; Resilience

Faith, Perseverance, Choices, Independence, Rules, Reasons, Hygiene, Teeth, Decay,

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: Relationships

- Family life
- Friendships
- Breaking friendships Falling out
- Dealing with bullying
- Being a good friend
- Stranger Danger

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 Games

In this unit children will practise and further develop their fundamental movement skills through the topic of 'Around the World'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.

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 4

short vowels CVCC CCVC

short vowels CCVCC CCCVC CCCVCC

longer words

longer words compound words

root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est

Tricky words

said so have like

some come love do

were here little says

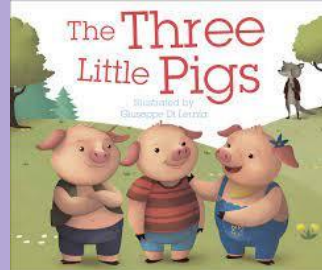
there when what one
out today

Nurturing deep talk and developing listening

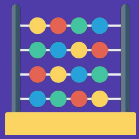
Providing a rich repertoire of real and imagined experiences to ignite writing

Grandma Fantastic

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

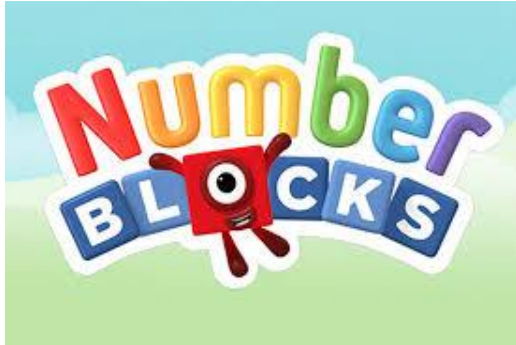


Mathematics



Vocabulary:

Teen numbers (all), Partitioning, More, Less, Number line, Beyond, Compare, Order, Pattern, Shape, 3d shapes, Belonging, First, Then, Now, Taking away, Adding, Equals, Balanced, Number patterns, Rules.



Number and Patterns:

First then now

Numbers 10, 11, 12, 13, 14, 15

Addition- find the total by combining two sets

Subtraction- remove objects from a small group and count how many are left

Identify mathematical problems based on own interests and fascinations

Halving, doubling, sharing subitising

Shape Space and Measures:

Create patterns

Use everyday language related to distance

Explore time- o'clock

Compare, estimate and order capacity

Home Learning:

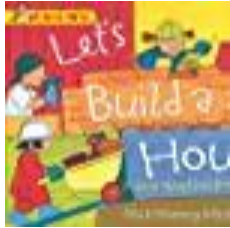
Use spaghetti as 10 and pasta shells and ones. Can you use these to represent teen numbers?

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.



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 - What makes places special?

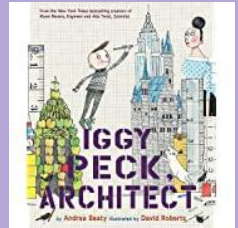
Understand why some places are special to us. Explore different places of worship and why they are special to different people. Visit the church to explore what is found inside and what makes it a special place to Christians. Story: Puddles lends a paw

Science

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

Who lives in a house like this?
What are houses built from?
What is the best material for the job?

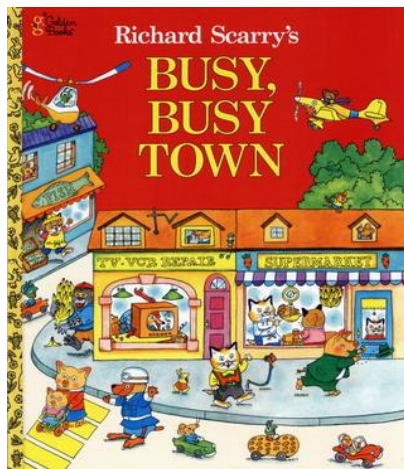
Forest School: Exploring colour in the natural world



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 build 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, 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.



Get Set for Music

Journeys

To respond appropriately to written symbols and begin to write rhythms.

To respond appropriately to written symbols incorporating silent beats.

To respond appropriately to written symbols incorporating rests.

To add sound effects to enhance a song.

To talk about music in an abstract way which shows imagination and thought.

To create a piece of music in response to a given theme.

