

# Reception Knowledge Organiser: Spring 1: Once Upon a Time!

## Key Books this term:



We will look at the journey Stick Man takes throughout the story and encourage children to write their own sentence about his experience.

**Possible home experiences:** Go on a winter walk and collect items to make your own stick family.



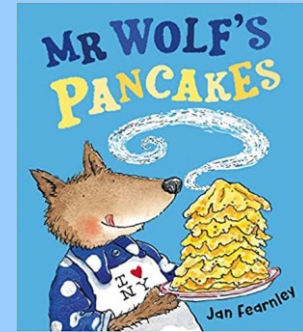
During the winter months we will be learning about what animals do and also explore the polar regions and the animals who inhabit it.

**Possible home experiences:** Find out about other animals who hibernate and learn about what they do to prepare for winter.



We will be celebrating Chinese and Lunar New Year at school. Children will learn about the different traditions and ways families celebrate.

**Possible home experiences:** Use your child's toy animals to set up your own animal race. Can your child work out who came 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>?



During the week before half term, children will be making their own pancakes in class. Children will write their own shopping lists and decide which toppings they would like.

**Possible home experiences:** Write a set of instructions or an ingredients list for making pancakes.

## How can you learn at home?

### Science Experiment

Can you make ice at home? Put a cup of water in a cupboard and one in the freezer, which will turn into ice? Why?

### Winter

How do you know it is winter? Can you point out the signs of winter? How is the weather different in winter?

### New Years Resolutions

Share ideas about things you would like to achieve this year; both within school and outside.

## Literacy: Reading

### Using our phonics to help us read:

Blend and segment known sounds for reading and spelling VC and CVC words

**VC words:** at, it.

**CVC words:** mum, dog, pin, sat.

“Look at the letter, make the sounds and blend the sounds together”

on top of  
the rock

See the word, say the word!  
(tricky/sight words).

## Literacy: Writing:

At this point in the year, we would hope for all children to be able to orally compose a caption/sentence and hold it in their memory before attempting to write it with little support from an adult.

### Steps to achieve this

- 1) Orally compose (say) a caption/sentence
- 2) Count how many words are in their caption/sentence
- 3) Say first word / sound it out / write the word
- 4) Use a capital letter, finger space and full stop (with adult support)
- 5) Reread their writing to check it makes sense



A duck and a hen. **Extended:** A duck and a hen swimming in the pond.

## Phonics:

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	



**Pronunciation of phase 3  
sounds covered in Spring 1**


**Maths:**


**Number and Measure**


- Introducing zero
- Comparing numbers to 5
- Composition of 4 and 5
- Comparing mass and capacity
- 6, 7, 8
- Making pairs
- Combining 2 groups


**White Rose Maths**  
**'I Can' Targets: Alive in Five!**


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25


I can recognise when there is zero of something.  


I can identify representations of zero.  

I can use language, such as more than and fewer than.  

I can recognise when an amount is the same.  


I can find different ways to make 4 and 5.  

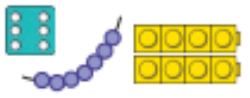
I can use mathematical language, such as heavy, heaviest, light or lightest when making direct comparisons between objects.  


I can recognise when a container is full, nearly full, half full, nearly empty or empty.  


**White Rose Maths**  
**'I Can' Targets: Growing 6, 7 and 8**


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25


I can make 6, 7 and 8.  


I can see 6, 7 and 8 in different ways.  


I can recognise that a pair is two.  

I can arrange small quantities into pairs and recognise when I have one left over.  

I can combine two groups to work out how many I have altogether.  

I can use language to describe length and height.  

I can make indirect comparisons using objects, such as cubes.  

I can name the days of the week and discuss the events that happen in my week.  

### Expressive Arts and Design:

To start off the term, Chad Vale will be participating in our annual Art Week. The theme for this year is 'What is an artist?' Children will be exploring the different roles an artist can take on, such as:

- Painter
- Illustrator
- Architect
- Designer
- Sculptor

### Understanding the World

The children will become polar explorers this half term and will learn all about life in the polar regions and about the animals who live there and how they adapt to their environment.



We will also be developing the children's scientific skills, by exploring the freezing and melting process.

### PSED:

Our Jigsaw topic this half term covers

- Dreams and Goals
- Aspirations
- Challenge



### Physical Development: Gross and Fine motor Skill

**Fine motor at home:** The children have particularly enjoyed participating in our daily fine motor activity. A firm favourite is 'Crocodile snap' You may wish to explore the YouTube channel, as it has a range of engaging videos to support both your child's fine and gross motor development.



### **Weekly PE lesson– Yoga**

- Explore different methods of travel and flight
- Experiment with combining whole body movements
- Understand the concept of balance and apply it to movement

### **Key Dates for your Diary**

**23-27.02 Lunar New Year celebrations**

**30.1-3.2 National Story Telling week**

**3.2. Trip to Harborne Library**

**13-17.02 Cooking lessons- making pancakes**

**17.02 Break up for half term**