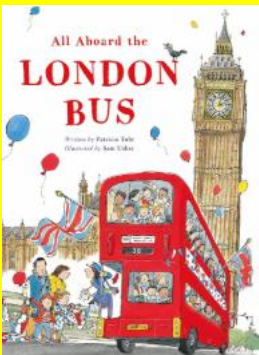
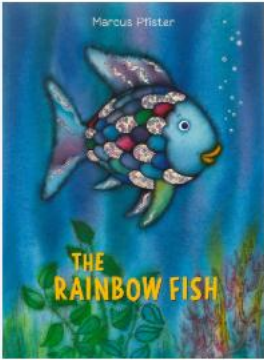

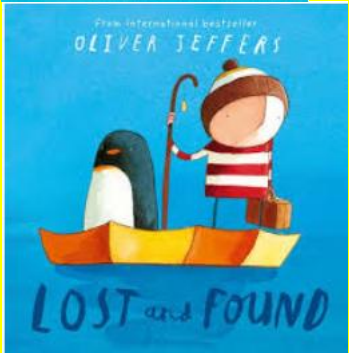





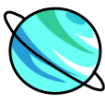






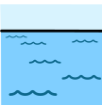

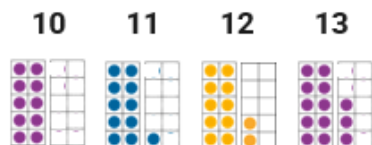


# Wollaston Primary School- Knowledge Organiser- EYFS- Summer term 1

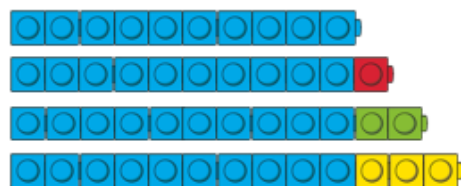
Books we will be reading	Other books we will be exploring.	Events we will take part in this term			
<div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none"><li>• Billy and the Beast</li><li>• The bear and the piano</li><li>• The rapping princess</li><li>• Frockodile</li><li>• Leo and the octopus</li></ul>	<p>As we start the summer term we will begin to think about our journey towards year 1. Later this term we will meet some of the new children that will join our school in September and will participate in wider school events and activities. We will continue to visit places in the village and will talk about the differences between our village and other places in the world. We are hoping to visit the museum and will enjoy PE lessons outside in the warmer weather.</p>			
Key vocabulary for the term					
<div> landmark</div>	<div> map</div>	<div> continent</div>	<div> world</div>	<div> desert</div>	<div> mountain</div>
<div> planet</div>	<div> habitat</div>	<div> village</div>	<div> city</div>	<div> river</div>	<div> valley</div>
<div> species</div>	<div> life cycle</div>	<div> capital</div>	<div> ocean</div>	<div> jungle</div>	<div> forest</div>

## Maths Talk and Learn: Supporting White Rose Maths To 20 and Beyond

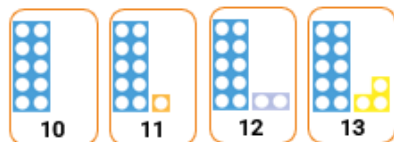
### Numbers 10 – 13



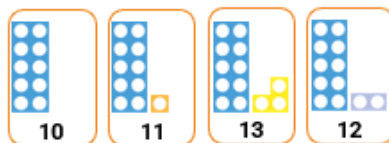
Jena had made some lines of cubes. What do you notice? Can you find a line of 13 cubes?



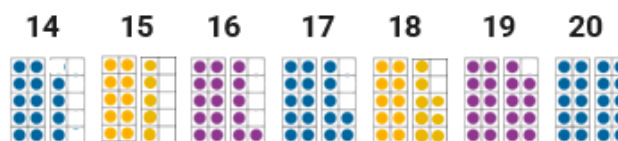
Look at these number cards. Talk about what you can see. Do you think the cards are in the correct order?



Now, look at these cards. What do you notice? Do you think the cards are in the correct order this time? What would you change to make the cards in number order? Why?



### Numbers 14 – 20



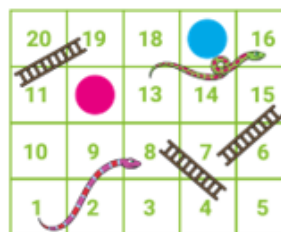
Talk about these ten-frames. What patterns do you notice?

Look at these cards. What numbers do you see? How do you know? Can you match the numbers to the pictures?



Two children are playing a game of Snakes and Ladders. Can you point to the numbers on the board and count from 1 to 20?

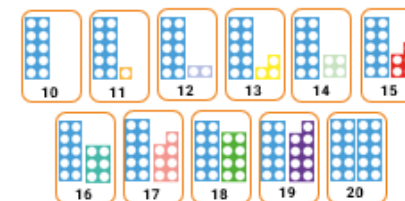
Which numbers are the counters on? How do you know?



### Verbal Counting

count count on count back count from

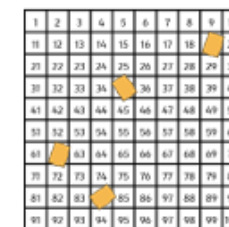
What numbers can you see? Say the number out loud. What numbers would come next? Can you keep counting out loud beyond the numbers on the number cards?



Look at these numbers. What do you notice about the pattern? What numbers can you see? What would the next number be? How would that look with number shapes?



Oscar has thrown beanbags onto the 100 square. What numbers are covered up by his beanbags? How do you know?



## Early Learning Goals

### Communication and Language

#### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

### Understanding the World

#### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Personal, Social and Emotional Development

#### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### Expressive Arts and Design

#### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### Mathematics

#### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

#### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Physical Development

#### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### Literacy

#### 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.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.







Stretch: mmmmmountain  
Handwrite: Maisie, mountain, mountain




Bounce: a-a-a-apple  
Handwrite: Round the apple, down the leaf




Stretch: ssssssnake  
Handwrite: Slither down the snake




Bounce: d-d-d-dinosaur  
Handwrite: Round his bottom, up his tall neck, down to his feet




Bounce: g-g-g-girl  
Handwrite: Round her face, down her hair and give her a curl




Bounce: o-o-o-orange  
Handwrite: All around the orange




Bounce: c-c-c-caterpillar  
Handwrite: Curl around the caterpillar




Bounce: k-k-k-kangaroo  
Handwrite: Down the kangaroo's body, tail and leg




Bounce: t-t-t-tower  
Handwrite: Down the tower, across the tower



Bounce: i-i-i-i-insect  
Handwrite: Down the body, dot for the head




Stretch: nnnnnnet  
Handwrite: Down Nobby, over his net



Bounce: p-p-p-pirate  
Handwrite: Down the plait and over the pirate's face




Bounce: u-u-u-umbrella  
Handwrite: Down and under, up to the top and draw the puddle




Bounce: b-b-b-boot  
Handwrite: Down the laces to the heel, round the toe




Stretch: ffffflower  
Handwrite: Down the stem, and draw the leaves




Bounce: e-e-e-egg  
Handwrite: Lift off the top and scoop out the egg




Stretch: lllllleg  
Handwrite: Down the long leg




Bounce: h-h-h-horse  
Handwrite: Down the head to the hooves and over his back




Stretch: shhhh says the horse to the hissing snake




Stretch: rrrrrrobot  
Handwrite: Down his back, then curl over his arm




Stretch: thhhh  
Handwrite: The princess in the tower is rescued by the horse. She say: thhthankyou



Stretch: zzzzzip  
Handwrite: Zig-zag-zig



Bounce: ch-ch-ch-choo  
The horse sneezes when the caterpillar's hairs get up his nose




Bounce: qu-qu-qu-queen  
Handwrite: Round her head, up past her earrings and down her hair




Bounce: j-j-j-jack-in-a-box  
Handwrite: Down his body curl and dot




Stretch: vvvvvulture  
Handwrite: Down a wing, up a wing



Bounce: y-y-y-yak  
Handwrite: Down a horn up a horn and under his head



Bounce: w-w-w-worm  
Handwrite: Down, up, down, up



Bounce: x-x-x-x-exercise  
Handwrite: Down the arm and leg and repeat the other side



th on a string  
1. thug, ping, string, wing, sing, song, pong, song, bong



I think I stink  
1. think, stink, wink, sink, blink, link, pink, pluck, thank, suck

## SET 2 SOUNDS



### Red Words Set 1

I	the	my	you	said
your	are	be	of	no

# Set 3 Sounds

ea  cup of tea	oi  spoil the boy	ie  terrible set	au  Paul the astronaut	e-e  go Hill and Seelil
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure
wh  which, which	ph  take a photo	kn  knock knock, who's there?	ue  come to the rescue!	

## Complex Speed Sounds



### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
u-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							