

Wollaston Primary School- Knowledge Organiser- EYFS- Summer term 2

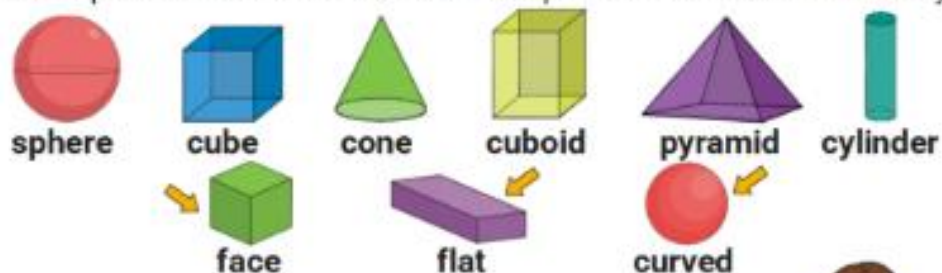
Books we will be reading	Other books we will be exploring.	Events we will take part in this term			
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<ul style="list-style-type: none">• A little bit brave• After a fall• Anna Hibiscus song• Can't you sleep little bear• Ruby's worry• Small's big dream• The invisible	<p>During the last part of our reception year we will be focussing much more widely on the community aspect of our curriculum. We will be exploring Wollaston village through weekly walks and outdoor learning. Towards the end of the term we will be visiting the sealife centre with our KS1 friends and preparing for our journey to year 1. We will have visits from new children and to our new classes. We will take part in sports day and the teddy bear's picnic.</p>			
Key vocabulary for the term					
<div> herbivore</div>	<div> endangered</div>	<div> life cycle</div>	<div> habitat</div>	<div> solar system</div>	<div> continent</div>
<div> protect</div>	<div> species</div>	<div> grow</div>	<div> embryo</div>	<div> planet</div>	<div> ocean</div>
<div> bridge</div>	<div> transport</div>	<div> carnivore</div>	<div> mammal</div>	<div> temperature</div>	<div> anxiety</div>

Wollaston Primary School-Knowledge Organiser-EYFS-Maths

3D Shapes

What can you tell me about these 3D shapes? How are the shapes similar? How are they different? How could you sort them?

Which shapes would be best to **roll**? Which shapes would be best to **stack**? Why?



Bianca has been printing with some 3D shapes and paint. Which 3D shapes could she have used to print the 2D shapes below? How do you know?



Talk about the items Baby Bear has found. Which are 3D shapes? Which are 'almost' 3D shapes?



Build	Represent	Add	Double
		$1 + 1 = 2$	Double 1 is 2
		$2 + 2 = 4$	Double 2 is 4
		$3 + 3 = 6$	Double 3 is 6
		$4 + 4 = 8$	Double 4 is 8
		$5 + 5 = 10$	Double 5 is 10

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



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

























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

SET 2 SOUNDS



Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

Set 3 Sounds

ea  cup of tea	oi  spoil the boy	ie  terrible tie	au  Paul the astronaut	e-e  go Hill and Seelie
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		
ph	le	mb	kn	wr	se		s	ci		nk
					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							