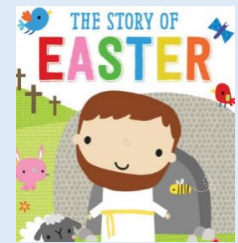
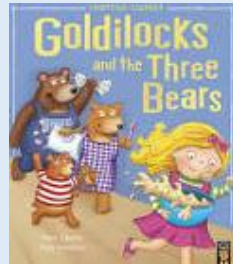


Rabbit Class Knowledge Organiser



Spring term 2024- Tales from around the world- Where is it from?

Building Relationships	Managing self	Self-Regulation	Gross Motor	Fine Motor	Health and self-care	Listening/attention	Understanding	Speaking
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Key Knowledge

Name different feelings.
Know that people can feel differently from yourself.
Name the people in my family
To name the feeling calm

Key Skills

I can show pride in achievements by showing work to others
I can explain right from wrong and try to behave accordingly.
I can identify different feelings and show facial expression of that emotion
I can express feelings and consider the feelings of others
I can manage and communicate my own needs
I can say goodbye to my parent/ carer easily
I can listen to others and know what good listening looks like

Key Vocabulary

family sad happy lonely listening calm love memories (SP)
feelings words- angry, proud, upset, frightened ,confused

Key Knowledge

Know how to move confidently and safely.
Know why safety is important.
Understand the importance of regular physical activity and the effect it has on my body and health
Know names of body parts
Know directional/positional language.

Key Skills

I can move confidently and fluently.
I can combine movement with ease and fluency.
I can develop overall body strength, balance, coordination, agility and safe movement
I can develop overall body-strength, balance, co-ordination, and agility when playing on outdoor equipment.
I can show increasing control when sending and receiving/throwing and catching an object
I can use a range of tools competently and safely pencils, scissors, knife and fork
I can grip my pencil competently and comfortably.
I can use core muscle strength to achieve good posture at table and sitting on the floor
I can write from left to right and top to bottom.
I am able to form many letters correctly.

Key Vocabulary

Throw, catch, send, receive, roll, kick, push,
travel, tiptoe, creep, stamp, skip, shape, low, tall, quality, control, forwards, backwards, sideways
Body parts, head, shoulders, tummy, back, knees, legs arms, elbows, fingers, toes, hands, feet, ears, eyes, tongue, nose
Directional/ positional language forwards, backwards, sideways, under, low, high

Key Knowledge

Know simple rhymes and stories, songs and poems. Expand range of vocabulary.
Know some books are stories and some have facts

Key Skills

I can respond appropriately to questions
I can ask questions to find out more
I can sustain focus and maintain attention for an increasing length of time.
I can engage in story time
I can retell simple stories and rhymes/poems and songs
I can describe events in detail
I can use talk to work out problems and organise thinking I can listen carefully in different situations and respond appropriately.
I can listen to and talk about simple non-fiction texts/video.
I can use new vocabulary correctly

Key Vocabulary

Listen story, poem rhyme non-fiction fiction retell act
Words, actions

Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
Reading	Writing	Numbers	Numerical patterns	People, culture and communities	The Natural world	Past and present	Creating with materials	Being Imaginative and expressive
<p>Key Knowledge Know all set 1 sounds m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h, sh, ck, r, j, v, y, w, th, z, ch, qu, x, ng, nk Begin to learn set 2 sounds Ay, ee, igh, ow, oo, or, ar, air, ir, ou, oy</p> <p>Key Skills I can read letter sounds by saying the sound for the grapheme. I can blend letter sounds to make CVC words (man) I can read texts using known phonic sounds. I can segment cvc words into the letter sounds (m-a-n) I can use Fred Fingers I can write a simple caption. I can read and write my name I use a dominant hand. I form many letters correctly I write from left to right and top to bottom.</p> <p>Key Vocabulary Author Illustrator Digraphs-two letters making one sound e.g. the ee ng Trigraphs-three letters making 1 sound e.g. igh Grapheme- is a letter or letters that spell a sound in a word - what it looks like. Phoneme-letter sounds - What it sounds like Fred fingers- use one finger to represent each sound in a word.</p>		<p>Key Knowledge Days of the week Recall number bonds to 5 Counting accurately 1-1 Subitise to 10 how to count amounts for 6,7,8,9, 10 Know language of comparison for length and height Name 2D and 3D shapes Ordinal numbers to 10</p> <p>Key Skills I can find 1 more/less on a number line I can count forwards and backwards 0-10 I can compare numbers/quantities I can combine numbers to 10 I can find different ways of making numbers to 10 I can count quantities accurately. I can compare objects for length and height I can copy and continue a repeating pattern I can identify 3d shapes (in different rotations and sizes) in the environment I can measure time in simple ways eg counting actions done against a minute timer</p> <p>Key Vocabulary More, less, 10 frame altogether Number line Long/er tall/er short/er Pattern, repeat, same different 3d shape names-cube cuboid sphere cylinder repeating pattern time minute measure</p>		<p>Key Knowledge- Know that some people and events are from the past Know that some buildings are old and some are new (er) Understand the need to respect and care for the natural environment and all living things. Seasons change and effect the world around them (focus Spring) That Easter is a special time for Christians That the Bible is an important book for Christians That stories are a way of teaching us how to behave</p> <p>Key Skills- I can talk about features of my own immediate environment I can observe changing states of matter-i.e runny porridge I can explore the natural world around me by taking part in weekly forest school and making observations and drawing pictures of animals and plants I can comment on what I notice about the environment, where I live and understand the effect of the changing seasons on the natural world around me. I can describe what I see, hear, and feel outside. I can comment on images of familiar things from the past (Castles and houses) Name common animals and their young I can talk about the Easter story and name ways that some people celebrate Easter</p> <p>Key Vocabulary- Test Why What habitat compare spring Seasons living Change old new past castle house bricks rough smooth taste chicken/chick sheep/lamb cow/calf horse/foal dog/puppy cat/kitten Bible Christian Easter Cross sadness happiness Festival</p>			<p>Key Knowledge Colours can be changed when mixed Things can be joined together in different ways That different percussion instruments create different sounds Know where creative equipment /tools are kept to find it independently</p> <p>Key Skills- I can talk about dance and performance art, expressing my feelings and responses I can listen, move to and talk about music I can use props to develop storylines in my own play I can work together and share ideas I can sing in a group matching pitch and following melody I can perform a song to an audience I can explore and engage in music making and dance, performing to different audiences I can safely use and explore a variety of materials, tools and techniques I can use a paintbrush to make marks</p> <p>Key Vocabulary Perform, act retell story play join attach stick paint mix cut colour names steady beat high low fast slow forwards backwards sideways</p>	

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