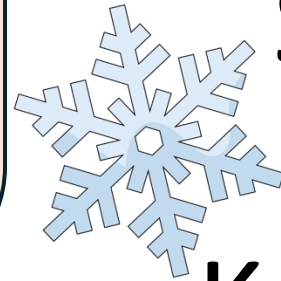


This half term we will be:

- Focusing on the changes in seasons and how this affects the plants/animals
- Learning about celebrations that may occur e.g. Chinese New Year, Shrove Tuesday
- Beginning to learn about conflict resolution in order to support us in solving our own problems



# Reception



Spring 1  
Winter!



# Knowledge Organiser

Songs/Rhymes:

**Focus songs/ hymns**

Oh word of God

Share the Light of Jesus

London's Burning

Freré Jacques

**Rhymes**

1,2, buckle my shoe

· Ten green bottles

· Ten in the bed

· 10 fat sausages

· This old man

· One potato, two potato

· Hickory, dickory, dock

· One finger, one thumb

Physical Development:

PE – To continue to develop ball throwing and catching skills – recognising how to catch small balls and an awareness of different types of throws e.g.. underarm/overarm.

Fine motor: To develop control and an awareness of health and safety when carrying tools and equipment safely and accurately.

To cut with definition and control, holding



# Recepti on

## Religious Education:

### Local Church – Community: Celebrating



#### Vocabulary:

Church, priest, celebrate/celebrating, Parish family, community, party, memory, Father, altar, Temple, parish

Prior learning: children will have experienced celebrations at home.

Children will:

**Know and Understand:**

- What a celebration is (**Explore**)
- How the parish family celebrate (**Reveal**)

Acquire the skills of assimilation celebration and application of the above (**Respond**)

# Recepti

on

## Religious Education: Eucharist – Relating: Gathering

### Vocabulary:

Welcome,  
blessing, listen,  
pray, Mass, sing,  
gather, together,  
alone, Lectern,  
“The Lord be  
with you”  
“And with you”

Prior learning: what a celebration is and  
that the parish family celebrates in  
church

Children will:

### **Know and Understand:**

- How and why people gather (**Explore**)
- The joy of gathering together to celebrate at  
Mass (**Reveal**)

Acquire the skills of assimilation celebration and  
application of the above (**Respond**)



# Recepti on

# Phonics

/ch/ as in **ch**ick

/sh/ as in **sh**eeep

/th/ as in **th**umb and feath**er**

/n+g/ as in r**in**g

/ai/ as in tr**ai**n

/ee/ as in b**ee**

he, she, we, me, be, was, my, you, her, they, all, are

/igh/ as in l**igh**t

/oa/ as in b**oa**t

short /oo/ as in b**oo**k

long /oo/ as in m**oo**n

Consolidation



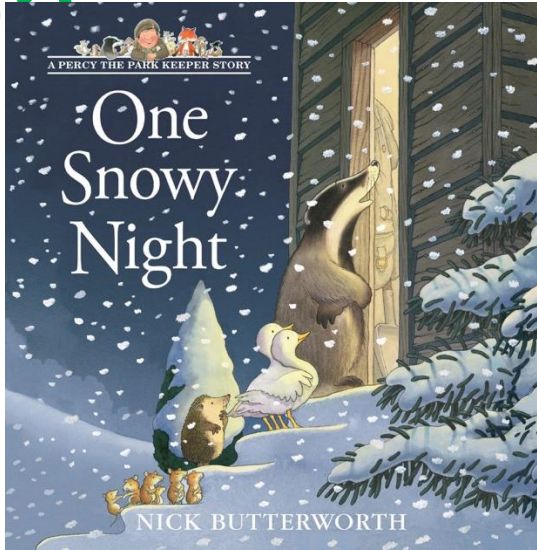
In our phonics lessons, we will:

- Consolidate our learning of the previously taught sounds
- Revisit double consonant letters and two syllable words
- Read common exception words and become more confident in finding these in the books we read



# Recepti

Our key texts this half term are:

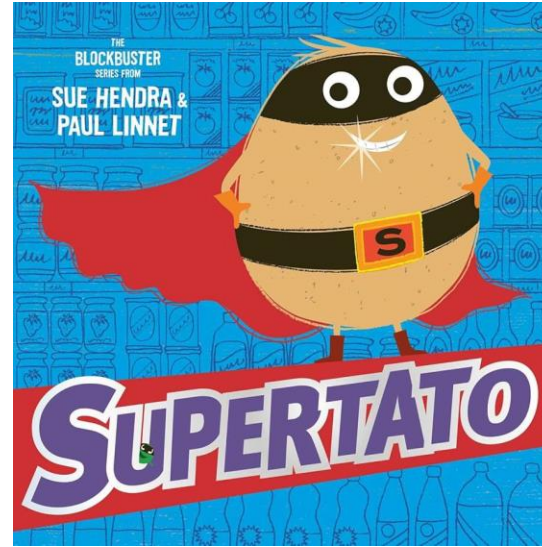


The children will learn to:

- Read some common exception words
- Understand that this is a book written about the main character
- Orally rehearse what they want to write
- Write letters in sequence to represent words they want to write
- Use a sentence starter to compose a simple sentence
- Know a list is written top to bottom and a sentence from left to right

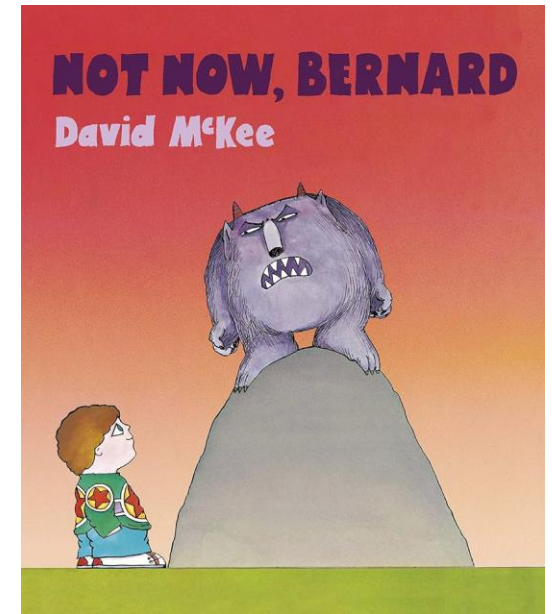
Make relevant contributions that match what has been asked by comparing new learning

# Literacy



The children will learn to:

- Join in with repeated refrains
- Think about how a character might be feeling at points of the story
- Write letters in sequence to represent words they want to write (create labels)
- Orally rehearse what they want to write
- Use a sentence starter to compose a simple sentence



The children will learn to:

- Share and discuss their own ideas with the group
- Write letters in sequence to represent words they want to write
- Orally rehearse what they want to write
- Use a sentence starter to compose a simple sentence (how the character is feeling)

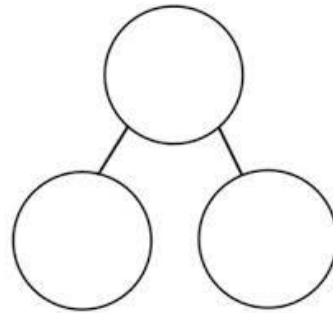


# Recepti

# Mathematic

## Growing 6,7,8

- Find 6,7 and 8
- Represent 6,7 and 8
- 1 more
- 1 less
- Composition of 6,7 and 8
- Make pairs – odd and even
- Double to 8 (find a double)
- Double to 8 (make a double)
- Combine two groups
- Conceptual subitising



## Building 9, 10

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 parts)
- Make arrangements to 10
- Bonds to 10 (3 parts)
- Doubles to 10 (find a double)
- Doubles to 10 (make a double)
- Explore odd and even

# Recepti

## On Understanding the World

- To learn about Animals in Winter in this country and beyond – understanding the process of ‘hibernation’ and why it occurs.
- To understand the effect of changing seasons on the natural world around them
- To understand that some places are special to members of the community (church)
- To know and demonstrate how to grow and care for plants and begin to recognise and articulate that they need soil, light and water to survive.

## Personal, Social and Emotional Development



How Plants and Animals Prepare for Winter



## Expressive Arts and Design



- To begin to experiment with different shades of colours (in paint/pastel or with coloured pencils), further creating lighter and darker tones.
- To understand that a model is a representation of an idea.
- To begin to develop an appreciation for recycling materials – and learn about how to cut and tear paper for collage.
- To express ideas about their own work –

- To recognise their positive qualities and talents and describe what they are good at or what groups they are part of.
- To continue to develop an awareness for healthy choices.
- To demonstrate knowledge about staying safe outside in icy/windy stormy conditions.
- Staying safe online (online safety day February)