

Skills & Knowledge Organiser
Year F
Autumn Term 2





Who Am I?

Remembrance Day

Diwali

Bonfire Night

Christmas

Decorations Day

DAZZLE ME

LEARNING HOOKS
CULTURAL CAPITAL & ENRICHMENT
EXPERIENCES





Possible Themes,
Interests &
Lines of Enquiry



Communication and Language

Welcome to Year F

Vocabulary Concepts:

where, what, why, who, how, either, or, in front, beside, between, until, while, but, although, above, after, all, around, back/ backwards, before, behind, below, both, different, early, forwards, front, story telling language

Revisit/ ongoing throughout the year

Learn new vocabulary

Use new vocabulary in different contexts

Use new vocabulary through the day in discussions and conversations

Learn new rhymes, poems, and songs

Listen to and talk about stories to build familiarity and understanding



Home Learning:

Share a story together. Ask your child to listen and join in: Play 'I wonder what would happen if'

Then change part of the story to make it sad / happy / shocking etc. Don't forget to share this on Class Dojo with Miss Jones.

Listening:

Listen in familiar and new situations.

Engage in stories that are familiar and new with interest and enjoyment.

Attention:

Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall.

Shift attention when required e.g., when given a clear prompt - 'name'

Respond:

Make relevant comments when listening to a story and can answer 'why' questions.

Link events in a story to their own experiences.

Ask questions to find out more and to check they understand what has been said to them.

Respond to others appropriately in play.

Engage in story times.

Engage in non-fiction book.

Understanding:

Follow instructions or a question with 2 parts in familiar situations.

Speaking:

Use intonation to make meaning clear to others.

Start a conversation with peers and familiar adults and continue it for many turns.

Use simple conjunctions in talk to link thoughts 'and' 'because'.

Retell a simple event e.g., how scratched knee'

Recognise words that rhyme or sound similar E.g., "Cat and hat".

Develop social phrases – "Good morning, how are you?"



Personal, Social and Emotional Development

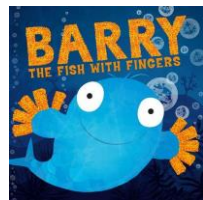
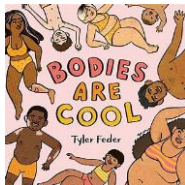
Vocabulary:

Myself, Feelings, Being gentle, Rights, Talents, Responsibilities, Families, Home, Friends, Challenges, Perseverance, Jobs, Help, Exercise, Healthy food, Physical activity, Sleep, Clean, Bodies, Respecting my body, Fun, Fears, Growth



Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary
Listen to others, speak to peers and adults and engage in discussions in a positive way



Home Learning:

Play a board game together as a family.

Express feelings:

Can show concern for others and show awareness of how their actions may impact on others.
Talk with others to solve conflicts.
Can identify how they are feeling using the Colour Monster
Beginning to express their feelings and consider the perspectives of others.

Manage behaviour:

Begin to take turns and share resources.
Can usually tolerate delay when needs are not immediately met.

Self-awareness:

Can talk about what they are doing and why.

Independence:

Can independently choose areas they would like to play in or resources they would like to use.
Can say when they help.
With some support can get dressed and undressed for PE sessions.
Can follow instructions with 2 parts.

Collaboration:

Begin to share and take turns.

Social skills:

Continue to build constructive and respectful relationships.
Seek familiar adults and peers to engage in conversations and ask for help.



PSHE

Looking at children's differences and preferences.
Empathizing with characters from the story. How do they feel?



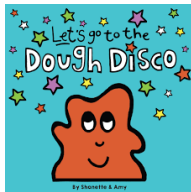
Revisit/ ongoing throughout the year

Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.

Home Learning

Home Learning

Birthday Knowledge: Your birthday is the day you are born and is celebrated once, on the same date every year. Can you design and write a birthday card for a family member? Can you bake a cake together following the recipe / instructions?



Vocabulary

Warm up, roll, pirate balance, sidestep, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still, jump, bend, forwards, backwards, side to side, land.

Physical Development



Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.



Literacy



Vocabulary: Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

COMPREHENSION

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

WORD READING

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to our phonic programme.



Home Learning:

Can you label some of your toys using the initial sound or try to sound out the full word?

Emergent writing:

Copies adult writing behaviour e.g., writing on a whiteboard, writing messages.

Makes marks and drawings using increasing control.

Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in clusters like words.

Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

Spelling:

Orally spell VC and CVC words by identifying the sounds.

Write own name.

Handwriting:

Form letters from their name correctly. Recognise that after a word there is a space.

Talk for writing progression:

Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation.

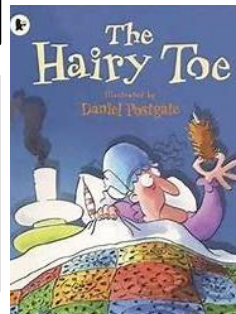
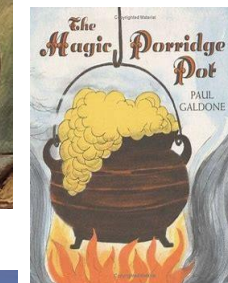
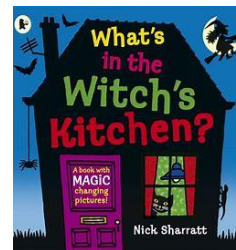
Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.





Revisit/ ongoing throughout the year

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



Phonics - Phase 2

Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g., bell, chick.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Home Learning

At home practice segmenting words for your child to blend, eg, can you go to b-e-d? (bed) or "drink your m-i-l-k." (milk). Can you practise writing each letter of the alphabet using the handwriting rhymes we have sent home?

Drawing Club

The Adventure of Books

What's in the Witch's Kitchen? By Nick Sharratt

The Dark Dark Tale by Ruth Brown

The Hairy Toe by Daniel Postgate

The Adventure of Tales

Hansel and Gretel

The Gingerbread Man

The Magic Porridge Pot

Moment 1 – Get up, stand up vocabulary.

Moment 2 – Share the book or tale.

Moment 3 – Model draw (character, setting, I wonder...)

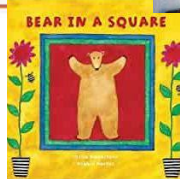
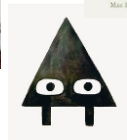
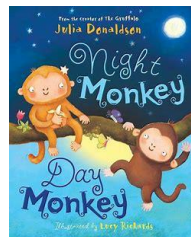
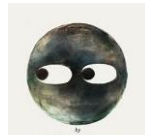
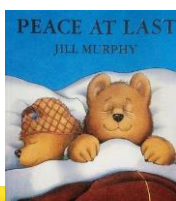
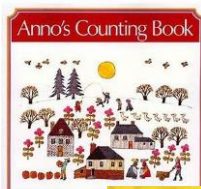
Moment 4 – Drawing Club!

Mathematics



Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough



Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow

Home Learning:

When tidying or playing at home practise counting toys, knives and forks for the dinner table, shoes, scoops when cooking etc.

Representing, Comparing, Composition and Formation 1,2,3 and 4

Subitise or count to find how many and make own collections of 1,2, 3 and 4 objects. Match number names to numerals and quantities. Count up to 4 objects in different arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2, 3 and 4. Say which sets have more and fewer.

One more and less

Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.

Circles and triangles

Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life using a variety of different sized circles and triangles different orientations and sides with different lengths.

Shapes with 4 sides

Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life (represented in different sizes and orientations).

Spatial awareness: Positional language

Hear and begin to use positional language to describe how items are positioned in relation to other items.

Time: Night and Day

Talk about night and day and order key events in daily routines. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.

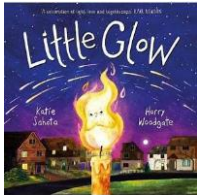
Vocabulary:

Celebrate, gathering, party, tradition, fireworks, festival, festive, special, church, Nativity, respect, unique, emotions, gift, feast, decorate

Revisit/ ongoing throughout the year

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.



Understanding the World



Causation: Begin to know that they can compare characters from stories to themselves and their own experiences.

Impact: Know how to use the language of time when talking about past/present.

Chronology: Begin to know how to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

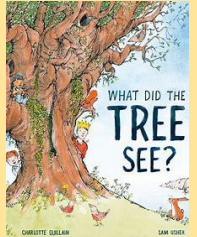
Enquiry: Know about some key historical events – know why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.

Respect: Know that that people have different beliefs and celebrate special times in different ways.

Begin to know some similarities and differences between life in this country and life in other countries.

Mapping: Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

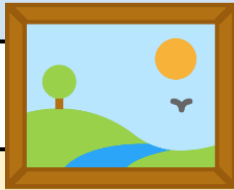
Communication: Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.



Home Learning:

Can you design, create and write a real Christmas card and post it using a stamp? Write and post a letter to Santa, you may even get a reply back!

Expressive Arts and Design



Vocabulary

Thick, thin, soft, pattern, line, shape, detail, charcoal coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch

Revisit/ ongoing throughout the year

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.



Mark Making/Drawing: Skill: observational drawing - Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.

Colour: Recognise and name colours.

Painting: Explore that there are different paint types - watercolour, powder paint, acrylic, ready-mix paint.

Printing: Know how to print with sponges and rollers, shapes to create a firework picture.

Materials: Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

3D Work: Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.

Cutting Skills: Know how to use scissors to cut in a straight line.



Charanga Songs:

I'm A Little Teapot
The Grand Old
Duke Of York
Ring O' Roses
Hickory Dickory Dock
Not Too Difficult

