

Skills & Knowledge Organiser  
Year F  
Autumn Term 1





## Who Am I?

Autumn Walk  
Making Bread  
Harvest  
Halloween  
Wild Tribe

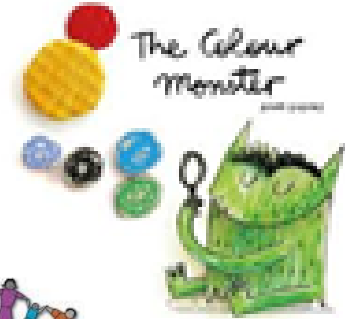
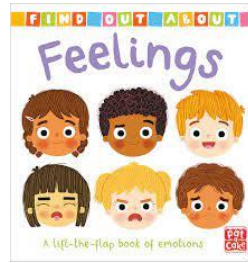
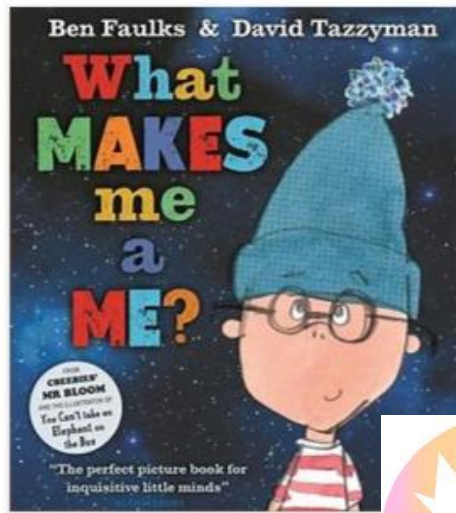


DAZZLE ME

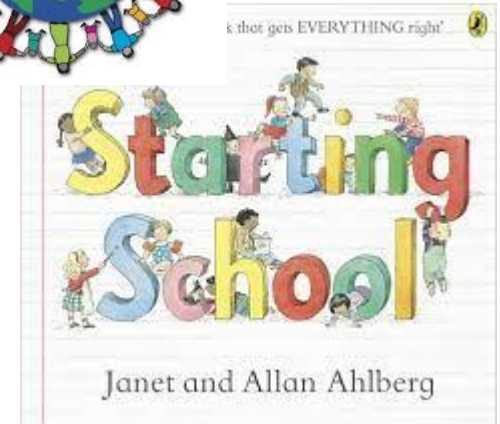


LEARNING HOOKS  
CULTURAL CAPITAL & ENRICHMENT  
EXPERIENCES





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



### Listening:

Listen to others 1:1, in small groups and whole class.

*Enjoy listening to stories and can remember what happens.*

Listen carefully to rhymes/ songs, paying attention to how they sound.

*Understand how to listen carefully and why listening is important.*

### Attention:

Maintain attention in whole class and small group contexts for a short time.

*May find it difficult to pay attention to more than one thing at a time.*

### Respond:

*Engage in story times.*

Join in with repeated refrains and anticipate key events and phases in stories or rhymes.

Respond appropriately when asked e.g. bells = freeze & show me 10

### Understanding:

Follow 1 step instructions e.g., put bookbag on your peg..

*Understand 'why' questions.*

### Speaking:

*Use sentences of 4-6 words.*

*Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.*

Begin to use social phrases e.g., 'Good Morning!

*Use talk to organise themselves and their play.*



### Home Learning:

Play a game of 'I Spy' using adjectives (describing words) such as "I spy something coloured red/ blue ... or something round/ spikey/ shiny ... or something that is big/ beautiful/ smelly/ growing/ hot/ noisy"

# 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:

Ask your child to complete a 'job' to help your family e.g. make your bed, lay the table, help prepare a meal.

## Express feelings:

Aware of own feelings, can *talk about feelings using words like 'happy', 'sad', 'angry'.*

*Begin to understand how others might be feeling.*

Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.

## Manage behaviour:

Can inhibit own actions, welcome distractions when upset.

Understand behavioural expectations of the setting.

*Increasingly follow rules understanding why they are important.*

## Self-awareness:

Know what they like and do not like.

Understands there are responsibilities in the classroom to follow and expectations for behaviour.

## Independence:

Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board.

Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.

## Collaboration:

Interested in others play and starting to join in.

Knows we work together to follow the class responsibilities

## Social skills:

*Build constructive and respectful relationships.*

Engage in positive interactions with adults and peers.

*Play with one or more children. extending and elaborating play ideas.*

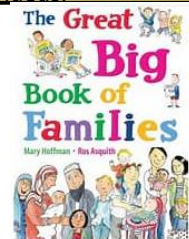


## PSHE

Families and People Who Care for Me:

Understanding that 'family' means different things to different people.

Our rights; Our responsibilities



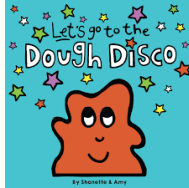


Revisit/ ongoing throughout the year

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

### Home Learning

Ask your child to practise yoga before bedtime to relax, prepare their eyes and body for a restful night sleep.



### Vocabulary

Warm up, roll, side step, gallop, hop, skip, space, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still

## Physical Development



Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, changing

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, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming through cooperation/ parachute games.



# 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

Listen and enjoy sharing a range of books.

Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom.

Know the difference between text and illustrations.

Enjoy joining in with rhyme, songs, and poems.

Join in with repeated refrains and key phrases.

## WORD READING

Hear general sound discrimination and be able to orally blend and segment.



## Home Learning:

Ask your child to be a sound detective and look for sounds of the day in some old magazines/newspapers at home

Ask your child to complete their sound sheets

Ask your child to read their decodable book, tuning into focus sounds

## Emergent writing:

Develop listening and speaking skills in a range of contexts.

Aware that writing communicates meaning.

Give meaning to marks they make. Understand that thoughts can be written down.

Write their name copying it from a name card or try to write it from memory.

## Composition:

Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.

## Spelling:

Orally segment sounds in simple words.

Write their name copying it from a name card or try to write it from memory.

## Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom.

Draws lines and circles.

## Talk for Writing progression:

Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.



Revisit/ ongoing throughout the year

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

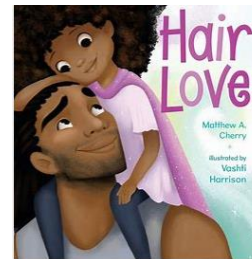



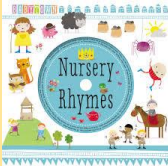
### Phonics Phase 1/2

Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Working on using common consonants and vowels which they can segment for writing simple CVC words. Read individual letters by saying the sounds for them.

### Home Learning

Choose one or two sounds to focus on each day and make some words containing these sounds, ask your child to read the words that you make ... are they real or nonsense alien words?





### Talk for Writing

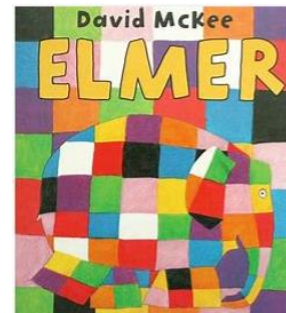
**Texts as a Stimulus:**  
**TRADITIONAL TALE**  
*Nursery Rhymes*  
Label characters  
**Familiar Stories**  
*Elmer*  
Create a patchwork animal / make marks



Immerse - Shared Reading  
*Elmer*

Imitate - Exploring; Continuous Provision  
Small World

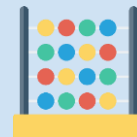
Innovate - Adult Led Discussion & Table Time  
What makes you special?





# Mathematics

Baseline – 3 weeks: Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? [Positional language]



## 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

Count objects, actions, and sounds

Subitise

Matching - same/different, colour, size, shape

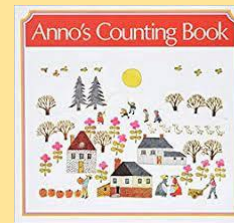
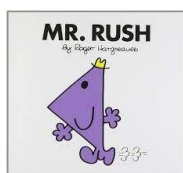
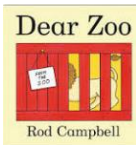
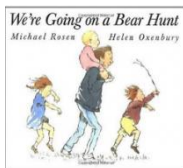
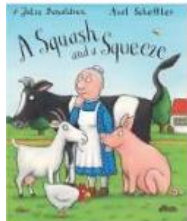
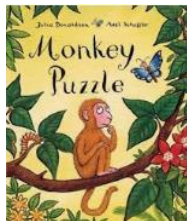
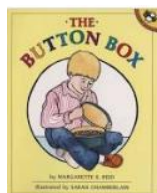
Sorting into groups

Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers

Comparing amounts – equal, more than, fewer than.

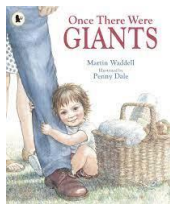
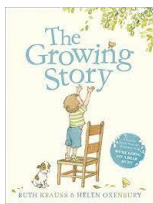
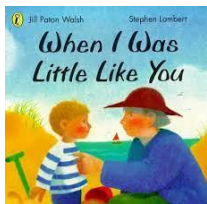
Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest

Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.



## Home Learning:

- Use number tracks in games (ensure there is variation e.g. horizontal, vertical, diagonal, ascending value and descending value)
- Sing number rhymes together (ten green bottles, ten fat sausages, 1 2 3 4 5 once i caught a fish alive, five speckled frogs etc.)
- Create number books with your child e.g. 'My book of 6' and taking photographs, stamping numbers and objects in.



# Understanding the World



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.

## Vocabulary:

Family, special, people, mum, dad, step-mum, step-dad, grandma, grandpa, brother, sister, friend, relative, aunt, uncle, cousin, baby, guardian, parent, carer.

## Chronology:

Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.

Begin to develop a sense of **continuity and change** by being able to compare characters from stories.

## Respect

Themselves, special things in their own lives.

**LYFTA** - Talk about and describe features of their own family, talk about families in other countries across the world.

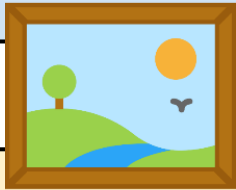
## Mapping:

Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, wildlife area map and read common signs and logos.

## Home Learning:

- Talk to your child about what makes them special. We are all different: Each person has their own particular likes and dislikes, their favourites and their talents (special things they can do).
- Look at a photographs of each family member as a baby. Discuss how they are all different, that's what makes us special!

# 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.



Join in with role play games and use resources available for props; build models using construction equipment.



Sing call-and-response songs.

Self-portraits

Exploring sounds and how they can be changed, tapping out of simple rhythms.

Provide opportunities to work together to develop and realise creative ideas. Develop storylines in their pretend play.

Artist study – Jackson Pollock (collaborative work)

Refer to Art and design progression map to facilitate progression through child led interests.

## Charanga Songs:

Pat-a-cake  
1, 2, 3, 4, 5, Once I Caught a Fish Alive  
This Old Man  
Five Little Ducks  
Name Song  
Things For Fingers

