

Skills & Knowledge Organiser  
Year F  
Spring Term 1





## Come Outside

Wild Tribe  
Toasting Marshmallows  
Making Fruit Salad



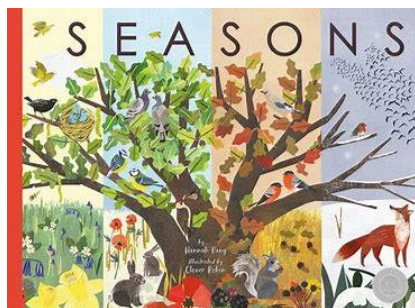
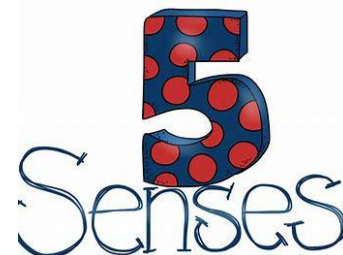
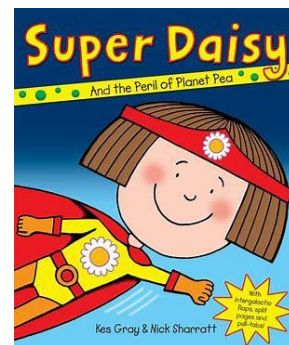
DAZZLE ME

LEARNING HOOKS  
CULTURAL CAPITAL & ENRICHMENT  
EXPERIENCES





Possible Themes,  
Interests &  
Lines of Enquiry



# Communication and Language

## 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:

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

*Listen to and talk about stories to build familiarity and understanding.*

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## 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:

Articulate their ideas and thoughts in well-formed sentences.

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

## Understanding:

Follow instructions or a question with 2 parts in familiar situations

## Speaking:

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.



## 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.

# 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

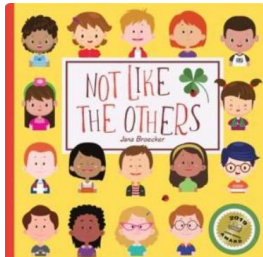


Revisit/ ongoing throughout the year

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:

Identify and moderate their own feelings socially and emotionally.  
Can label and talk about own and others' emotions.

## 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:

Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.

## Independence:

Completes set challenges/tasks independently.  
More confident to tackle new challenges and with encouragement will keep going.

## Collaboration:

Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements

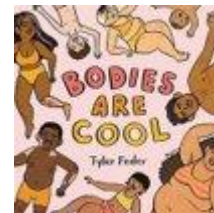
## Social skills:

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



## PSHE

Our rights; Our responsibilities.  
Feelings; Think about the perspectives of others; Show resilience and perseverance in the face of challenge.



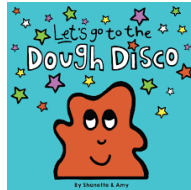


Revisit/ ongoing throughout the year

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

### Home Learning

Find out about the green cross code. Can you talk about how to be a safe pedestrian?



### 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



Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.

### Gross Motor Skills:

Throw an object e.g., bean bag, small ball, foam javelin over a 1 metre distance.

Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment).

### Fine Motor Skills:

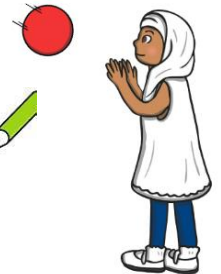
Hold a pencil effectively so mark making/formation is legible.

Uses scissors to cut paper, thin card, fabric, thin plastic and textiles.

When drawing, controls the pencil carefully, showing some accuracy.



Letter-join



# 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 characters and settings.

Sequence events from a familiar story (using puppets, pictures from book or role-play), stating what happens first.

## 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



## Emergent writing:

Spell words by identifying the sounds and then writing the sound with letter/s.

## Composition:

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

## Spelling:

Writes CVC words and labels using Phase 2 and 3 phonemes.

Spells some tricky words.

Write own name.

## Handwriting:

Writes some upper-case letters correctly.

Writes most lower-case letters correctly using a tripod grip.

## Writing in response to a text:

Describe characters from familiar stories.

Writing captions to go with pictures from a story.

Speech/thought bubbles for the characters.



## Home Learning:

Share a favourite story from home. Can you identify the characters and the setting? Can you draw your favourite character and describe them to an adult?

### Phonics – Phase 3

Know grapheme phoneme correspondence taught in phase 3.

Working on reading and writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phoneme.

Read phase 3 high-frequency common words.



Revisit/ ongoing throughout the year

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

### Home Learning

Can you use the sound sheets we have sent home to write the phase 3 graphemes? Can you write a word containing each grapheme?



TalkforWriting

### Talk for Writing

**Texts as a Stimulus:**

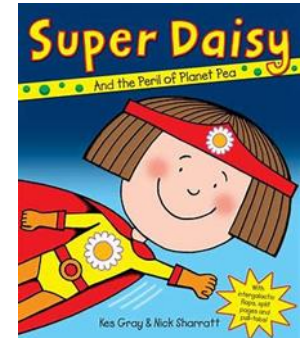
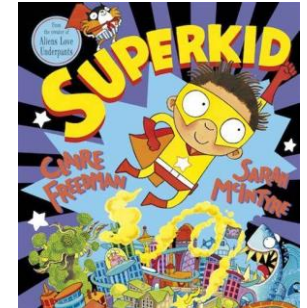
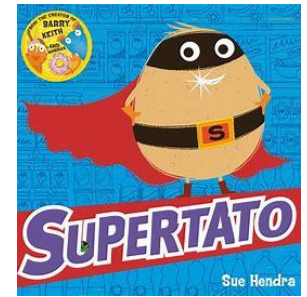
**DEFEAT THE MONSTER TALE**

*Supertato*

Create a wanted poster to catch the 'Evil Pea'.  
Speech bubbles.

Immerse - Shared Reading  
*Supertato*

Imitate - Exploring; Comparing to *Super Daisy*  
Innovate - Adult Led Discussion & Role Play around 'Baddies', Change the 'Bad' Character



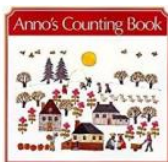
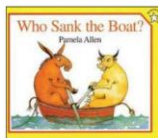
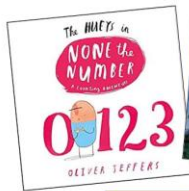


# Mathematics



## 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



## Introducing zero

The children will already have some practical understanding of 'nothing there' or 'all gone'. Here, they learn that the number name zero and the numeral 0 can be used to represent this idea.

## Comparing numbers to 5

Children continue to understand that when comparing numbers, one quantity can be more than, the same as or fewer than another quantity.

## Composition of 4 and 5

Children will continue to develop the understanding that all numbers are made up of smaller numbers. Allow them to explore and notice the different compositions of 4 and 5. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.

## Compare mass (2)

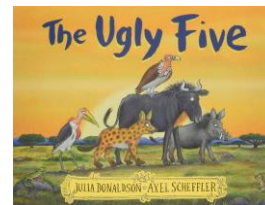
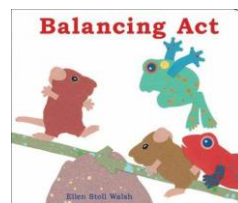
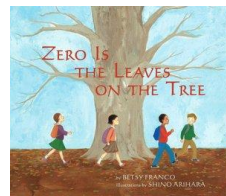
Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check. Prompt them to use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items which have an obvious difference in weight.

## Compare capacity (2)

Encourage children to build on their understanding of full and empty to show half full, nearly full and nearly empty. Prompt them to use the language of tall, thin, narrow, wide and shallow.

## Home Learning:

- Play a board game that involves using a dice. Can you subitise the number you have rolled?



# Understanding the World



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



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.

## Home Learning:

- Go for a walk in your local area. Can you create a map showing where you went? What things did you pass? How can you include them on your map?

## Vocabulary:

Past, present, future, history, historical, celebrate, environment, community, religion, beliefs, bee bot, programme, senses, observe, respect.

## Chronology:

Talks about significant historical events and how things were different in the past.

## Enquiry

Find out about key historical events and why and how we celebrate today such as Chinese New Year and St Piran's Day.

Ask questions, use different sources to find answers including books.

Comment on images of familiar situations in the past.

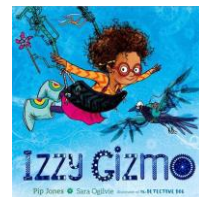
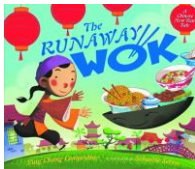
## Respect

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

## Mapping:

Use technology e.g., a BeeBot and begin to show spatial awareness; use positional language i.e., under, beside, on top of etc.



# 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.



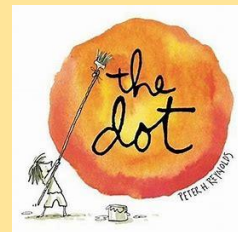
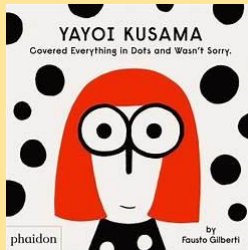
Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Artist study – Yayoi Kusama

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



## Charanga Songs:

Wind The Bobbin Up  
Rock-a-bye Baby  
Five Little Monkeys Jumping On The Bed  
Twinkle Twinkle  
If You're Happy And You Know It  
Head, Shoulders, Knees And Toes



PLAY  
PROJECTS

