

Skills & Knowledge Organiser  
Year F  
Summer Term 1





## Come Outside

Wild Tribe  
Launceston Castle Visit  
The Coronation of King  
Charles III

DAZZLE ME

LEARNING HOOKS  
CULTURAL CAPITAL & ENRICHMENT  
EXPERIENCES





COLLABORATION



Possible Themes,  
Interests &  
Lines of Enquiry

OUTDOOR  
LEARNING  
*The Extended Classroom*



# 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



## Home Learning:

Share a story together, can you 'collect' any new words from the story? Can you find out what they mean?

## Listening:

Listen attentively and respond to what they hear with relevant questions and actions when being read to and during whole class discussions and small group interactions.

## Respond:

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*

## Understanding:

Make comments about what they have heard and ask questions to clarify their understanding.

## Speaking:

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*



# 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:

Think of a feeling. Can you find other words that mean the same thing? (e.g. sad, upset, glum). Can you make a feelings poster?



## Express feelings:

Express their feelings and consider the feelings of others.

## Manage behaviour:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

*Explain the reasons for rules, know right from wrong and try to behave accordingly.*

## Self-awareness:

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

## Independence:

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## Collaboration:

Work and play cooperatively and take turns with others.

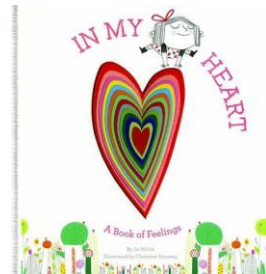
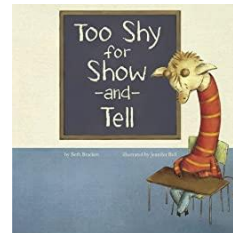
## Social skills:

Form positive attachments to adults and friendships with peers.



## PSHE

Our rights; Our responsibilities.  
Feelings; Think about the perspectives of others; Manage their own needs.





Revisit/ ongoing throughout the year

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

### Home Learning

Cosmic Yoga! Scan the QR code to hear a story and join in with cosmic kids yoga.



### Vocabulary

Warm up, roll, 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



Combine different movements with ease and fluency.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

### **Gross Motor Skills:**

Negotiate space and obstacles safely, with consideration for themselves and others.

*Demonstrate strength, balance and coordination when playing.*

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills:**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

*Use a range of small tools, including scissors, paintbrushes and cutlery.*

Begin to show accuracy and care when drawing.



# 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

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

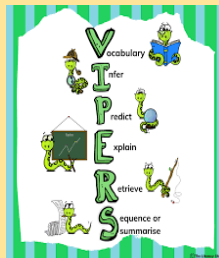
*Anticipate (where appropriate) key events in stories.*

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## WORD READING

Read words consistent with their phonic knowledge by sound-blending.

*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.*



## Emergent writing:

Write recognisable letters, most of which are correctly formed.

## Composition:

Write simple phrases and sentences that can be read by others.

## Spelling:

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

## Handwriting:

Form letters correctly.

## Writing in response to a text:

Writing a diary entry.

Letter writing to The Queen.

Recall parts of the story. Speech bubbles and thought bubbles from characters in story.



## Home Learning:

Can you find a photo or picture you like. Can you write what's happening in the picture and why you like it? Remember to segment for spelling.

Revisit/ ongoing throughout the year

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



### Phonics Phase 3/4

Working on blending adjacent consonants in words and apply this in writing.  
Write each letter correctly.  
Form lower-case and capital letters correctly.  
Spell words by identifying the sounds and then writing the sound with letter/s.

### Home Learning

Can you use the home learning sheets we send home to write words and sentences containing the focus grapheme?



### Talk for Writing

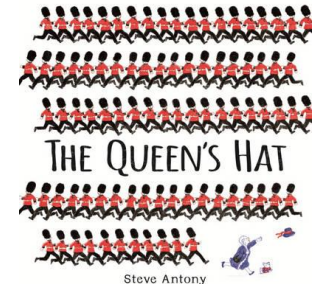
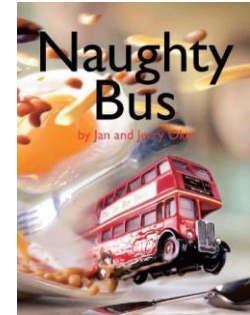
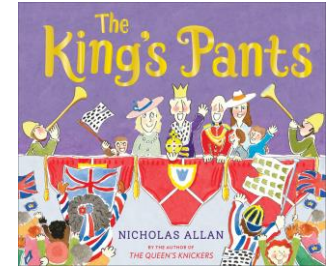
**Texts as a Stimulus:**  
**ADVENTURE STORY**  
**Naughty Bus**  
Writing a story board.

Immerse - Shared Reading

Naughty Bus

Imitate – Writing a sequel to the story.

Innovate - Adult Led Discussion & Role Play  
using the 'Naughty Bus' in the local area.



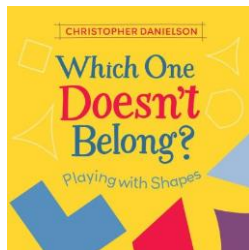


# Mathematics



## Vocabulary:

Number, zero, one, two, three ..... to twenty, count, compare, subitise, bonds, add, total, how many more?, is the same as, equals, more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, tens, ones, forwards, backwards, repeating, pattern, sequence, rotate, shape, match, arrange, positional language.



## Home Learning:

Can you use items at home to make a repeating pattern? You could choose ABB, AAB, AABB or AABBB.

## Building numbers beyond 10

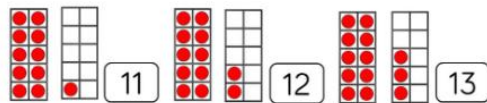
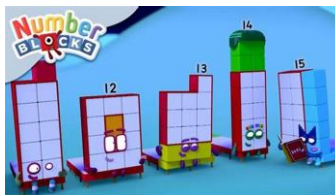
Children are encouraged to build and identify numbers to 20 (and beyond) using a range of resources. 10 frames, number shapes, towers of cubes, rekenreks and bead strings all support the children to see that larger numbers are composed of full 10s and part of the next 10.

## Counting patterns beyond 10

Provide regular opportunities for children to count on and back beyond 10. Representations and numerals can support children to count on and back and notice the repeating 1-9 patterns. Provide representations which clearly show the full 10s and the part of 10, for example 14 is one full ten and four. Encourage the children to count on or back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order.

## Spatial reasoning (1)

Provide regular opportunities for children to complete jigsaws and shape puzzles. They need opportunities to select and rotate shapes to fill a given space. Encourage them to explain why they chose a particular shape and why a different shape wouldn't fit. Provide opportunities for the children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. Ask the children to select shapes to complete picture boards or tangram outlines.



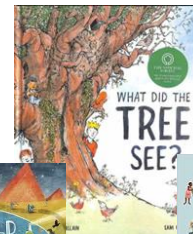
# Understanding the World

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



## Vocabulary:

Past, present, future, history, historical, celebrate, environment, community, religion, beliefs, observe, respect, culture, map.



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?

## Chronology:

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

## Enquiry

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

## Respect

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

## Mapping:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

# 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.



Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used.

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and song

Street art from around the world. Artist: Banksy

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



Charanga Songs:  
Big Bear Funk

