

Skills & Knowledge Organiser
Year F
Summer Term 2





Isn't It Amazing?

Wild Tribe
Sports Day
Beach Trip



LEARNING HOOKS
CULTURAL CAPITAL & ENRICHMENT
EXPERIENCES

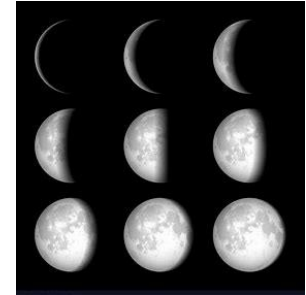




Transition to Year 1


**OUTDOOR
LEARNING**
The Extended Classroom 

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



Home Learning:

Share a familiar story. Can you say what you like about the story and why? Can you say what you don't like and why?

Listening:

Listen attentively and respond to what they hear with relevant questions, comments 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.

Understanding:

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

Speaking:

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

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

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.



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:

Can you think of any questions you might have about moving into Year 1? Can you talk about them with a grown up at home?



Express feelings:

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

Manage behaviour:

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

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

Self-awareness:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

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.

Show sensitivity to their own and to others' needs.

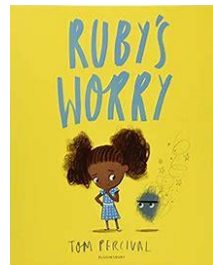


PSHE

Our rights; Our responsibilities.

Feelings; Think about the perspectives of others; Manage their own feelings;

Transition into Year 1.

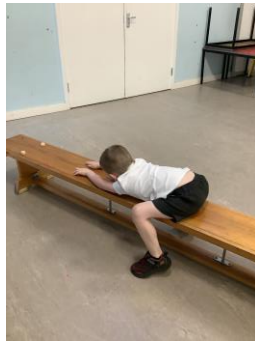


Revisit/ ongoing throughout the year

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

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.



Home Learning

Can you practise your letter formation at home. Are you holding the pencil correctly and forming the letters the correct way round? Can you ask a grown up to check?

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.

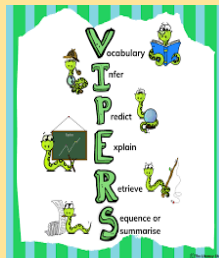
Anticipate (where appropriate) key events in stories.

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:

Space themed fact files.

Instructions – how to catch a star.

Writing to inform – recycling.



Home Learning:

Can you use the new vocabulary you have learnt to retell the class story 'Look Up' to someone at home? Can you remember the characters and setting of the story? Can you draw your own front cover for 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 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.
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

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:

Information Text

Look Up

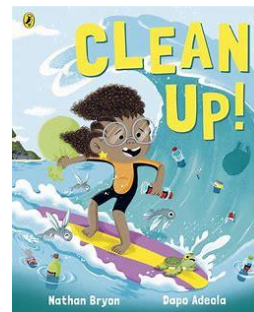
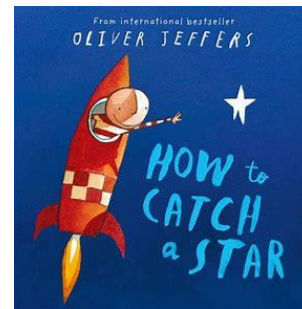
Writing a fact file about meteor showers

Immerse - Shared Reading

Look Up

Imitate – Comparing to another story ‘How to catch a star.’

Innovate – Using the text ‘Clean Up’ to compose posters about the benefits of recycling.

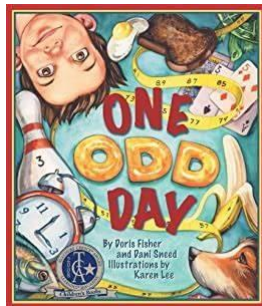
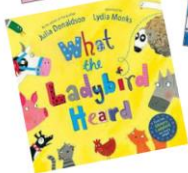
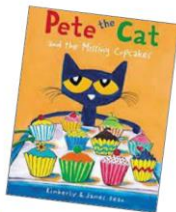
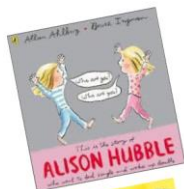


Mathematics



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, double, half, sharing, grouping, odd, even, positional language (on, in, under, next to, behind etc.)



Number

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

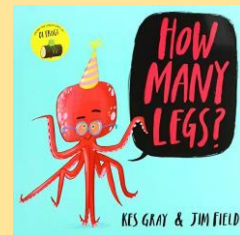
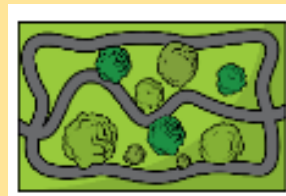
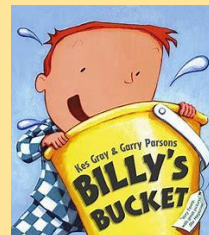
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.

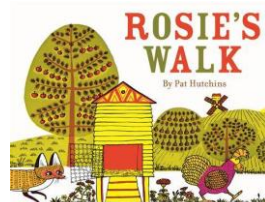
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



Home Learning:

Make a snack! Can you share you snack out equally between you and someone else at home? Can you check that the items are shared equally and that everyone has the same?



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.

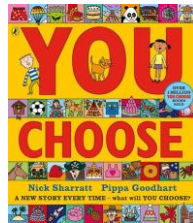
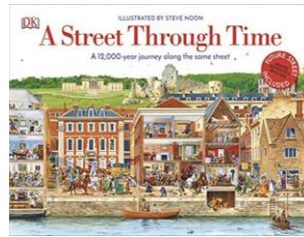
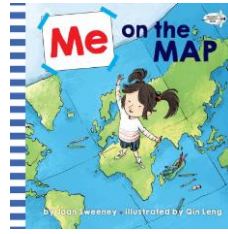
Revisit/ ongoing throughout the year

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Respect

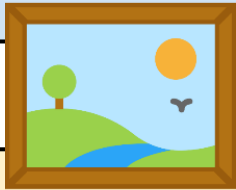
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

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.



Creating with materials

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.

Make use of props and materials when role playing characters in narratives and stories

Being Imaginative

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

Sing a range of well-known nursery rhymes and song.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Sand Art. Artist: Kseniya Simonova



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

Charanga Learning Focus:

Listen and Appraise.

Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.

Sing and revisit nursery rhymes and action songs.

Play instruments within the song.

Improvisation using voices and instruments.

Riff-based composition.

Share and perform the learning that has taken place.

