

# Spring Term 1 – Reception Knowledge Organiser 2022

**Dangerous Dinosaurs** This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today

## Key Knowledge and Skills to Develop

- Dinosaurs are prehistoric animals that lived millions of years ago.
- Some prehistoric animals, including dinosaurs are extinct.
- Dinosaur remains are called fossils.
- Carnivores are animals that eat other animals.
- Herbivores are animals that eat plants.



- Birds are the closest living relatives to dinosaurs.
- During the last Ice Age, sabre-toothed cats, giant ground sloths, mastodons and mammoths lived. These animals are now extinct.
- We know about these animals from their fossilised or frozen remains and cave paintings.
- Other reptiles, such as turtles and crocodiles, were alive at the same time as dinosaurs, as well as insects and fish.

## Key vocabulary

Prehistoric, museum, volcano, swamp, fossil extinct, dangerous, Carnivore, herbivore.

Dinosaur, sabre-toothed cat, hyena, hare, woolly mammoth, mammal, sloth, fish, shark, insect, reptile,

A palaeontologist is a scientist that studies fossils.



## Possible Texts



## Personal, Social, Emotional, Development (PSED)

Understand behavioural expectations of the setting.

Take pride in themselves, work, and achievements.

Can independently manage and communicate their own needs.

Can identify kindness and considerate behaviour of others.

## PHSE - Dreams and Goals



Covering: Challenges, Perseverance, Goal setting, Overcoming Obstacles, seeking help, Jobs, Achieving goals.

## Physical Development (PD)

### Fine and Gross Motor Skills

Continue to develop fine and gross motor skills throughout the year. There are opportunities for this daily throughout the continuous provision.

Use a range of tools competently, safely, and confidently.

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

### PE

Body Management unit.

Explore balance and managing your own body. Able to stretch, reach and extend in a variety of ways and positions.

## Communication and Language (C&L)

Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.

Maintain attention, concentrate and sit quietly during appropriate activity for a short time in the classroom.

Make a prediction about what might happen next or story endings in response to texts read.

Engage in non-fiction books.

Link events in a story to their own experiences. Introduce a storyline into their play.

Consider the listener, takes turns to listen and speak in different contexts.

Use talk to pretend objects stand for something else in play.

## Other possible Learning opportunities

Chinese New year

Burns night

Valentine's day

**We will also respond to the children's interests and individual next steps; this will be evident within our continuous provision.**

## Religious Education

This is an introduction to some stories from the sacred texts and traditions of Christianity, Hinduism, Judaism, Buddhism, Islam and Sikhism. In finding out about some of these stories, children will discover more about religion and how people from different faiths might use their sacred stories

There are also opportunities for pupils to think about books and stories that matter to them.

## Expressive Arts and Design (EAD)

Manipulate Malleable materials in a variety of ways, shapes and forms.

Create art to express their ideas and feelings.

Use loose parts to make 2D and 3D art.

Create collaboratively, share ideas and make products inspired by existing products.

Learn and sing rhymes as part of a larger group.

Take part in imaginative play.

Use various tools and techniques

## Maths

### We follow white Rose Maths

#### Alive in 5

0



Introducing zero



Comparing numbers to 5



Composition of 4 and 5

Compare mass



Compare capacity

Growing 6, 7, and 8

6 7

Making pairs

8

Combining 2 groups



Length and height

**Children working beyond this level will be appropriately challenged.**

**Knowledge and skills will also be deepened.**

## Literacy

### Writing

Spell to write VC and CVC words independently using Phase 2 and some phase 3 graphemes.

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

Form some lowercase letters correctly.

Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

### Comprehension

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Demonstrates an understanding of the text they read (e.g., match word to object, match picture to sentence)

Retell stories

Play is influenced by experience of books (small world, role play).

### Word Reading

Read individual letters by saying the phoneme (sound) for them.

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

Begins to apply digraph knowledge when reading words

Read a few common exception words matched to the school's phonic programme.

## Understanding the World (UW)

This area of learning will be strongly linked with our Project topic **Dangerous Dinosaurs**. (see Key knowledge for this topic)

Investigate and observe seasonal changes

Explore changing states of matter such as ice

Make simple maps to represent places and journeys

Explore light sources and shadows, investigate how these change in size.

Make observations with the use of equipment such as timers, rulers, containers to measure length and capacity.

## Phonics

### We Follow Little Wandle Phonics programme

#### Phase 3 graphemes

Week 1: ai, ee, igh, oa

Week 2: oo, ar, or,

Week 3: er, ow, oi, ear

Week 4: air, er

words with double letters: dd mm tt bb rr gg pp ff

#### Tricky Words

Week 2: was, you, they

Week 3: my, by, all

Week 4: are, sure, pure