

Summer 2 - Knowledge Organiser

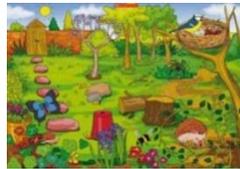


MINIBEASTS



Topic focus:

- *To know which foods are healthy and unhealthy.
- *To observe the life cycle of a butterfly.
- *To discuss other life cycles such as a human and a frog.
- *To be able to recall facts about minibeasts by naming and describing them.
- *To know that a non-fiction text gives us information/facts.



Key vocabulary:

Hungry Caterpillar, fruit, vegetable, healthy, unhealthy, egg, caterpillar, chrysalis, emerge, butterfly, life cycle, minibeast, non-fiction, fact, information

Physical Development: Dance:

- *To perform a simple dance that includes 6 different movements.
- *To include a transition between movements.

Sports Day / Mini Olympics

- *Develop *running, jumping, skipping skills*
- *Practise balancing an egg on a spoon and moving quickly/ bean bag on head.
- *Practise skills using obstacles when moving quickly – hoop race
- *Learn to run in a straight line.
- *Learn to become competitive with one another and develop resilience when losing.

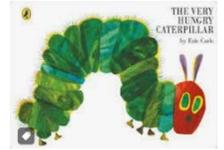
Key Vocabulary:

Leap, start/finish position, hit, accurate, run, jump, skip, balance



Story focus: The Very Hungry Caterpillar / The Bad-Tempered Ladybird / The very busy spider by Eric Carle

- *To know the story 'The Very Hungry Caterpillar' by Eric Carle.
- *To use the key vocabulary in the story.
- *To use a capital letter and full stop when writing a sentence.



Key vocabulary:

In the light of the moon. He was a beautiful butterfly. A little egg lay on a leaf. One sunny morning. The end. Plus, other story language.

Jigsaw : Changing Me

- *I can name parts of the body.
- *I can tell you some things I can do and foods I can eat to be healthy.
- *I understand that we all grow from babies to adults.
- *I can express how I feel about moving to Year 1
- *I can talk about my worries and/or the things I am looking forward to about being in Year 1.
- *I can share my best memories of the best bits of this year in Reception.



Key vocabulary:

Body Parts (Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand), Baby, Grown-up, Adult, Grow, Change, Worry, Excited, Memories.

Forest School:

- *To know that minibeasts live in different habitats.
- *To find minibeast in their local habitat.
- *To make and draw observations of minibeasts.
- *To be able to name some minibeasts that they find.

Key vocabulary:

Animal/insect names, habitat, environment



In Phonics, the children will:

- Read some letter groups that each represent one sound and say one sound for them: **ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe.**
- Learn the **Harder to Read and Spell Words: *Please, once, any, many, again, who, whole, where, two***
- Be able to blend sounds, into words, so that they can read short words using know letter- sound correspondences
- Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words.
- Read words consistent with phonic knowledge by sounding and blending.
- Be able to say a sound for each letter in the alphabet and at least 10 digraphs.

In Maths, we will:

- * Explore composing and decomposing shapes to know that shapes can have other shapes within them.
- * Be able to recall doubles to 5. Know how numbers can be shared equally. Know what an odd and even number is.
- * Build a model by listening to and using positional language. E.g. **next to, in between, behind, in front, on top, underneath**
- * Copy, continue and create patterns.
- * Make a symmetrical construction.
- * Learn to count in 2's.
- * Create and draw maps using positional language. E.g. **around, between, past, through, over, under**
- * Continue to subitise and recall addition and subtractions facts within 10.

Ideas for you to do at home with your child:

- Go on a minibeast hunt around your local walks or garden. Can you name the minibeasts? Think about the habitat you found them in.
- Build a bug hotel using natural materials. Keep a tally of the minibeasts that venture into the bug hotel.
- Count in 2s to count objects/food/snacks.
- Build a model behind a screen. Ask a family member to copy the model but only by following the instructions you give them.
- Draw a map of your route to school. Use positional language to describe the route.
- Practise the new graphemes we are learning this half term. (see the sound folder in your child's book bag).
- Practise spelling words using these new graphemes.