

## Summer 2 - Knowledge Organiser



# SPACE

### To continue to remember these key facts from summer 1.

To begin to compare what it is like in space compared to where we live.

To think about what it might be like to be an astronaut in space.

To know Neil Armstrong was the first man to land on the moon.

To name some of the planets – Earth, Mars, Jupiter.

To know that we live on Planet Earth.

To know that the planets orbit the sun.



**Key vocabulary:** space, astronaut, moon, planets, rocket, Oxygen, air, gravity, Neil Armstrong, Chris Hadfield, Canada, America, Planets, orbit, fact.

### Forest School:

\*To know that minibeasts live in different habitats.

\*To find minibeasts 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.



### Physical Development: Dance:

\*To perform a simple dance that includes 6 different movements.

\*To include a transition between movements.

### Outdoor: 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.



### 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 part vocabulary: Eye Ear Knee Finger Foot Mouth Nose Stomach Eyebrow Arm

Tongue Toe Forehead Chest Hand Leg.

Healthy, Less healthy, Exercise, Change, Baby, Adult, Grow up, Worries, Emotions, Memories, Looking forward.

### Whatever Next! by Jill Murphy.

\*To role-play the story and retell the story using a storyboard.

\*To retell the story of Whatever Next!

\*To write a different ending to Whatever Next!

### Aliens Love Underpants by Claire Freedman and Ben Cort

\*To change the ending of the story.

\*To role-play the story and retell the story using a storyboard.



### RE: Which stories are special and why?

- Christians read stories from the Bible to teach them about God. Listen to the stories- The storm that stopped, Zacchaeus, David and Goliath to learn that:
- Christians live their lives in the way that God would want them to.
- The Torah is the holy text for Jewish people.
- Some stories from the Bible are also in the Torah.
- The Quran is the holy text for Muslims.

The Bible, Torah and Quran all have stories that teach us how God wanted us to live.

Key Vocabulary: **Christians, Text, Bible, stories, Muslims, Jews, Torah, Quran, Believer, Special.**



**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:**

\*Verbally count to 20 and beyond to at least 39.

\*Select shapes for a purpose; Rotate shapes; Manipulate shapes; Explain shape arrangements

\*Compose and decompose shapes.

\*Copy 2D shape pictures and find 2D shapes within 3D shapes.

\*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.

\* 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.