

Summer 1 - Knowledge Organiser



SPACE

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

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, Moon landing

Planets- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Sun, orbit, solar system.



Forest School:

Recognise that some environments are different to the one in which they live.

Children can talk about how to stay safe around a fire.

Identify key changes through the seasons.

Remember the key to a successful fire.

Key vocabulary:

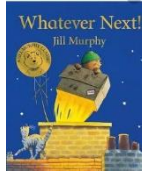
spark, oxygen, water, burn, embers, safe, fire, environment, same, different, change, season, autumn, winter, spring, summer

Story focus: Whatever Next! by Jill Murphy

To re-write the story Whatever Next... using the appropriate story language and include some of their own story language.

To use a capital letter and full stop when writing a sentence.

Key vocabulary: Once upon a time, The end, Next, Then, And, Story language- Can I go to the Moon? / Whoosh, "That's a smart rocket" / "It's a bit boring".../ you and your stories, Whatever Next.



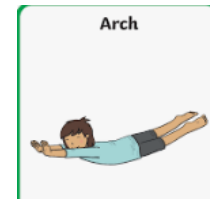
P.E.

Indoor: Gymnastics

Outdoor: Throwing, catching and bouncing a ball.

Key vocabulary:

Bounce, catch, aim, overarm, underarm, balance, pencil, tuck, arch, disc, travel



Jigsaw :

I can identify some of the jobs I do in my family and how it feels to belong.

I know how to make friends and stop myself from feeling lonely.

I can think of ways to solve problems and stay friends..

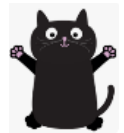
I am starting to understand the impact of unkind words.

I can use Calm Me Time to manage my feelings.

I know how to be a good friend.

Key vocabulary:

Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm Me, Breathing.



In Phonics, the children will:

- Revise all graphemes that have been taught.
- Revise reading and spelling all 'Harder to Read and Spell' words that have been taught.
- Continue to read and write words and sentences using the graphemes taught and the 'Harder to Read and Spell' words that have been taught.
- Confidently and independently write sentences using phase 3 grapheme knowledge: Use a capital letter to start a sentence; full stop to end a sentence; Finger spaces to separate words.
- Read and spell CVCC (consonant, vowel, consonant, consonant) words ending with the suffix -ed. E.g. jumped
- Read and spell CCVC words ending with the suffix -ed and -t.
- Read and spell CCVCC words ending with the suffix -ed and -d.
- Read and spell CCCVC words.
- Read and spell CCCVCC words ending with the suffix -er and -est.

In Maths, we will:

*Build numbers and continue patterns beyond 10 (10-20).

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

*Add and take away. How many did I add? Take-away?

*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.

Explore sharing and grouping.

Ideas for you to do at home with your child:

- Continue to reinforce the phase 3 sounds your child is unsure of in both reading and spelling. Practise reading and spelling phase 4 tricky words, remembering to use the correct handwriting pattern.
- Read with your child at least x3 times a week.
- Practice number bonds within 10 e.g. 3+2, 4+1, 2+1, 6+4, 7+2 etc.
- Start a diary- Write an independent sentence at the end of each day. Use a capital letter and a full stop.
- Choose a planet in the solar system. What can you find out about the planet? Can you recall some interesting facts?
- Share some space themed stories or make up your own story thinking about what you would do if you visited space.