



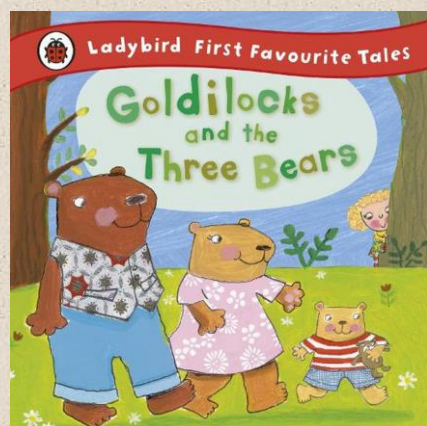
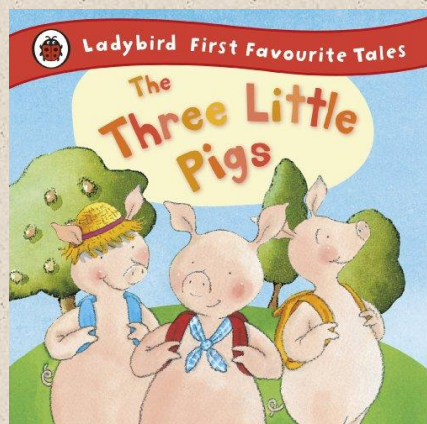
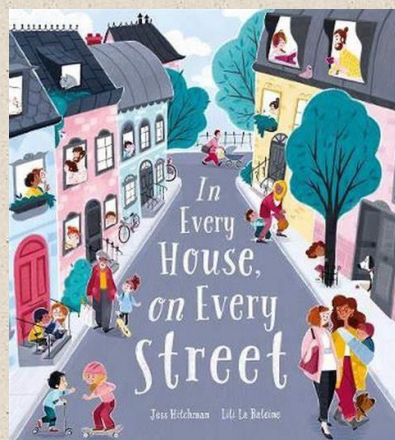
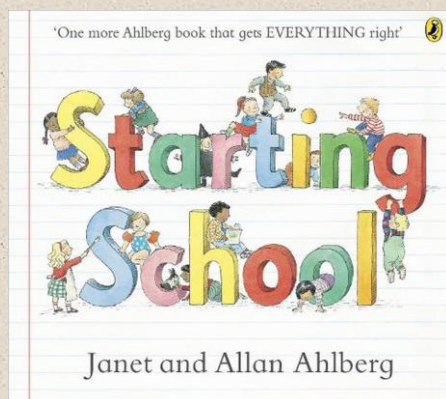
Rugby Free

Primary School

Reception Knowledge Organiser

Autumn 1 – Home

Our core texts this half term are...



How do you feel about starting school? What rooms do you have in your house? Who lives with you? What characters are there in this story?

Key Vocabulary we will be using this term:

unique, favourite, differences, similarities, pincer, control, setting, characters, traditional, emotions, happy, sad, worried, nervous, excited, clam

Explore the Useful Links with your child:

[Reception / EYFS: Listen and Play - Traditional Tales - BBC Teach](#)

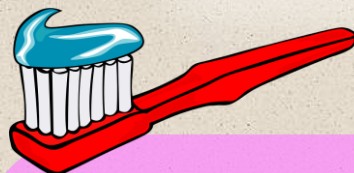


Come on Our Learning Journey



Our Core Areas of learning

We will be learning to...



Communication and language

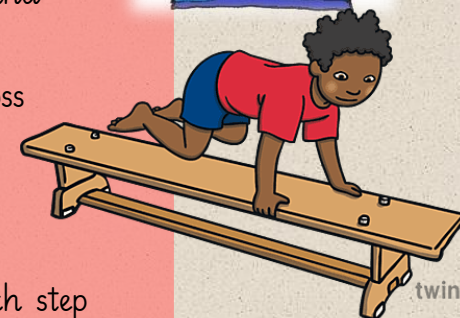
- Listen to others one to one or in small groups, when conversation interests me.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Follow directions Begin to use more complex sentences to link thoughts
- Retell a simple past event in correct order
- Questions why things happen and gives explanations. Uses talk in pretending that objects stand for something else in play,

Personal Social and emotional development

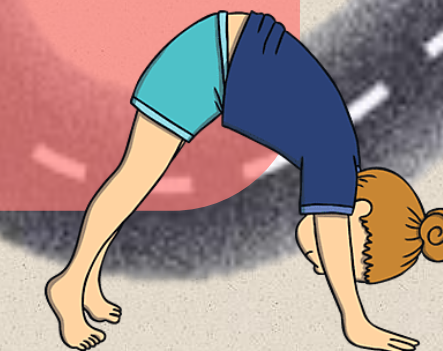
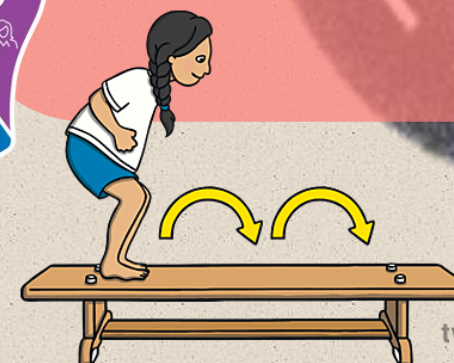
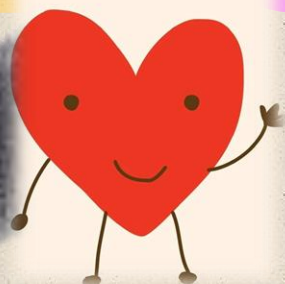
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others;
- Show an understanding of feelings, and begin to regulate behaviour accordingly;
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

Physical Development

- Move freely and with pleasure and confidence in a range of ways
- Draw lines and circles using gross motor movements.
- Mount stairs, steps or climbing equipment using alternate feet.
- Walk downstairs, two feet to each step while carrying a small object.
- Use one-handed tools and equipment
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips and fastenings
- Copy some letters, e.g., letters from their name.

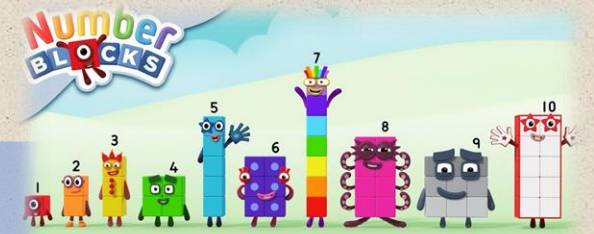


Part of My Heart



Specific Areas of learning

The children will be learning to...



Literacy

- Listen to and talk about stories to build familiarity and understanding.
- Understand how to listen carefully and why listening is important.
- Engage in extended conversations about stories, learning new vocabulary.
- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
 - recognise words with the same initial sound, such as money and mother
- Recognise key features of a book; author and title
- Listen to stories and says what might happen next
- Know that stories have an ending and are able to think of a probable ending to a story.
- Write some or all of their name.

Mathematics

- Follow routines
- Rote counting to 10 (stable order counting)
- Rational counting (1:1 correspondence)
- Realise that not just objects can be counted but also actions.
- Count out items from a larger groups and understands the final number they say represents the quantity (cardinality)
- Compare object according to length or height
- Copy simple patterns in actions and objects



Understanding of the world

- name familiar people at home and in the community
- order our life story
- Comment on images of familiar situations in the past.
- Comment on images of familiar items in the past.
- talk positively about different appearances, skin colours and hair types.
- Use comparative language to describe size.
- Identify family members.
- Identify people in our family who are special you
- identify a role model from a religion

Expressive Arts and Design

- Understand what an artist is
- Begin to have an opinion about which piece of art they like and why.
- Use the different sizes of surfaces to experiment with
- verbalise and describe what they are going to create and why
- Practise skills in draft/rough (through continuous provision) before creating 'final' pieces.
- Experiment with mark making with paint
- Use different size brushes to create thicker or thinner lines or patterns