



Spring 2

# YR Knowledge Organiser

## Literacy

### Books we will read:



### Writing focus

To spell some tricky words correctly and use them when writing.

To be able to label the important features on a uniform of some "who helps us"

To begin to write simple phrases about and/or sentences using fingers spaces about real life superheroes eg, I have a hose, I have a ladder....

### Ways in which you can help at home

Develop a love of reading and sharing books.

Practice letter formation.

Can your child draw a picture and write a simple caption?

## Key Vocabulary

jobs, career, community, helps, shift work, special, uniform, vehicles, transport, Easter, Jesus, cross, festival, celebrate, tadpole, frogspawn, frog,

### People who help us



### Easter New Life



## Mathematics (Following White Rose units of work)

### Building 9 and 10

The numbers continue to be introduced as a number of the day and are investigated through their composition on fingers, a tens frame, part-whole, subitising and using Numicon. As well as knowing which numbers would be more or less.



Part whole model



**Consolidation** Lots of practical activities exploring numbers within 10 will include sequencing and ordering numbers as well as learning some of the number bonds eg, seeing numbers such as 7 as (5 and 2).

### Making Patterns with 3D shapes



### Ways in which you can help at home?

Questions to ask at home: Can you see any number spot patterns? How can you use it to subitise and count the full amount?



How many different ways can you make the number 7?

Or the number 9? Challenge: If I had 3 cakes how many more would I need to have 7? Can your child explain how they know?

## Phonics

To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)

To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)

To read longer words including those with double letters

To read words with s/z/ in the middle

To read sentences containing Tricky Words and digraphs

To read books matching their phonics ability

To read compound words

To read words with -es/z/ at the end

To read words with s and s/z/ at the end

**Ways in which you can help at home** Practise sounds that children bring home and the reading and spelling of the tricky words. Play phonics games which can be found [here](#).

## Understanding the World

Investigating different fabric to test for suitability for a uniform (is it waterproof? Reflective?)



Spring walk – seasonal changes including weather check  
Having frogspawn and watching them grow into tadpoles



Life cycle of a frog

## RE

**Concept:** *Special* linked to having special clothes for an occasion and doing a job



**Concept:** *New Life* linked to the Easter Story and eggs

## Communication and Language

These skills will be developed through engaging in daily story time and participating in small group and class discussions about different jobs people have and exploring the vocabulary associated with them.

Question why things happen and give reasons. Our Role Play area will be set up as a Fire Station the children will explore different scenarios in this environment whilst playing with each other.

## Expressive Art and Design

Junk Modelling of an emergency vehicle



Finger painted blossom trees



Easter Cards and crafts



Making chocolate nests



Learning about the beat within a tune and identifying the pulse in a piece of music



## Physical Development

### Gross Motor

Developing overall body strength, co-ordination, balance and agility through gymnastic sessions and moving in different ways.



### Fine Motor

Various activities to allow for opportunities to using a variety of tools safely and confidently such as scissors, paintbrushes and pencils. Including developing a good pencil grip and practicing letter formations.



### Personal, Social and Emotional Development

Continue to build constructive and meaningful relationships. Through playing games and developing social skills such as turn taking.

Develop confidence by asking questions to different visitors within the community who help us through the jobs they do.

