



# Summer 2

# YR Knowledge Organiser

## Literacy

### Some of the books we will read:



### Writing focus:

To use and spell some tricky words correctly when writing. Be able to use finger spaces and full stops.

To be able to compose simple phrases/ sentences for different purposes eg, describing animals, retelling stories and writing facts.

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

Develop a love of reading and sharing books. Practice letter formation.

Talk about what sounds you can hear in the words you use.

Can your child write a simple message or send a post card to a

## Key Vocabulary

change, minibeast, life cycle, caterpillar, chrysalis, insect, creature, animal, habitat, jungle, environment, nocturnal, sea, ocean, beach, pollution



## Mathematics (Following White Rose units of work)

### Consolidation of key skills:

Continue to practice: Subitising, Counting, Composition, Sorting and matching, Comparing and ordering numbers to 20.

### First then now

The children will explore concepts of addition and subtraction by using practical objects when using stories to solve problems. Eg, *First* there were 7 cats, *then* 3 more came along *now* there are....

### Find my Pattern

The children will learn double numbers are "twice as many". They will have opportunities to explore sharing and grouping numbers with practical investigation, such as: can you put 3 flowers in each pot? How many have you got? They will also be exploring odd and even numbers.



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

Counting and ordering numbers to 20

Use comparative vocabulary (e.g. lighter, more) when filling up containers during bath time, or when measuring their beanstalk.

## 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 2,3 and 4 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 said so have like some come love do were here little says there when what one out today

To continue to read longer words and compound words

To read words with phase 3 long vowel sounds with adjacent consonants

To read words with s/z/ in the middle

To read longer sentences containing Phase 4 words and Tricky Words

To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) s,/s/, -s /z /, -es

To read books matching their phonics ability

To read words with short vowels and adjacent Consonants CVCC, CCVC, CCVCC, CCCVC, CCC

**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

Learning the life cycle of a butterfly: Watching the caterpillars change into butterflies



Identifying different minibeasts and going on a "minibeast hunt" in the local environment

Finding out about different climates and animal adaptation including animals which are nocturnal

Understanding pollution in the sea and how we look after the environment.

**RE Concept:** Following Rules



With a focus on *Noah's Ark*

## Communication and Language

These skills will continue to be developed through engaging in daily story time and participating in small group and class discussions about various living creatures through observations and sharing knowledge.

Develop confidence and questioning skills and say why things happen and give reasons. Our Role Play area will be set up as a Minibeast Cafe. The children will explore different scenarios in this environment whilst playing with each other.

## Expressive Art and Design

Using paint to create a butterfly symmetry painting and printing



Using collage technique, practicing cutting skills and various materials to create a flower garden picture.



Exploring African Art, looking at the colours used and creating a sunset picture with printing and or cutting out and African animal silhouette.



## Music

Exploring dynamics and tempo and how different animals can be represented with percussion instruments.



## Physical Development

### Gross Motor

The children will participate in various team games. Control their body when performing a sequence of movements. Confidently and safely use apparatus inside and outside.



### Fine Motor

These skills are developed with regular opportunities to use tools such hammers with pegs, paint brushes and scissors.

The children will continue to develop a secure pencil grip and practise letter formation.



## Personal, Social and Emotional Development

A focus on transition and preparing the children for moving into Year 1 and their feelings. They will also be meeting their new teacher and the adults who will be working with them. The children will hear lots of stories about growing up and transition.