



## Knowledge Organiser – Reception Spring 1 – Traditional Tales and Winter



**“You can find magic wherever you look. Sit back and relax, all you need is a book” Dr Seuss**

### Key Questions and Vocabulary:

#### Traditional Tales

Where is the setting of the story?  
Who are the main characters?  
What happens at the beginning / middle / end of the story?  
Can you predict what may happen next?  
What does ... mean? What makes you think that?  
**Once upon a time / The end / beginning / middle / end / story setting / scene / character / right / wrong / tale**



#### Winter

What changes have we observed in Winter?  
What happens to some animals in Winter?  
What is Winter like in England? Is it the same or different to Winter in Scandinavia?  
Why does ice melt? What is a solid? What is a liquid?  
Can you name some animals that like to live in cold weather?  
**Ice / frost / cold / freeze / windy / dark / migrate / hibernate / melt / season / reindeer / Scandinavia / England / solid / liquid**



#### Chinese New Year

Why is Chinese New Year celebrated?  
What animals are included in the story of the Chinese zodiac?  
Can you tell me what happened in the story of the zodiac?  
Which animal is this year named after?  
**Zodiac / tiger / new year / China / globe / atlas / map / transport / homes / traditions / lantern**



#### Geography / History / Science / Art / Music

What is a map? Why do we use maps?  
What does chronology mean? What was ... like in the past? Is it the same or different to present day?  
What does transparent and opaque mean?  
How can we join materials together?  
What does pitch mean? What does pulse mean?  
**Map / atlas / globe / village / Ryhill / England / chronology / timeline / before / after / past / present / similar / different / transparent / opaque / materials / join / pitch / pulse / song / instrument**



### Key learning overview:

#### Communication and Language

- Listen to and talk about stories
- Retell the story, once they have developed a deep familiarity with the text
- Use new vocabulary in different contexts
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop knowledge and vocabulary

#### Personal, Social and Emotional Development

- Think about the feelings of others
- Think about the perspectives of others
- Identify and moderate their own feelings socially and emotionally

#### Physical Development

- Develop the overall body strength, co-ordination, balance and agility
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

#### Literacy

- Read short words made up of known letter sounds
- Read simple phrases and sentences made up of words with known letter-sound correspondences
- Re-read these books to build up their confidence in word reading, fluency and their understanding
- Form lower case and capital letters correctly

#### Mathematics

- Compare numbers
- Subitise
- Explore the composition of numbers to 10
- Recall number bonds for numbers 0–10
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compare length, weight and capacity

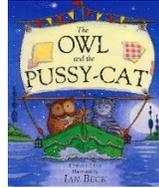
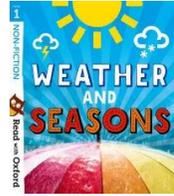
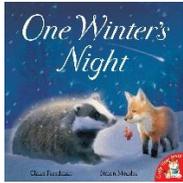
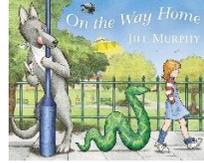
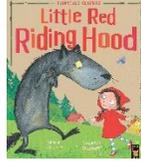
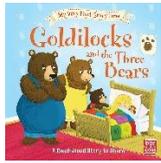
#### Understanding the World

- Compare and contrast characters from stories, including figures from the past
- Recognise some similarities and differences between life in this country and life in other countries
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons

#### Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Explore and engage in music making and dance, performing solo or in groups
- Sing in a group or on their own, matching the pitch of the music

## Books / Poems / Rhymes we will look at:



## '50 things to do before you are 5' activities:

- #6 Rhyme Time
- #10 Sharing Books
- #12 Brrr...Explore the Cold!
- #14 See the Stars
- #15 Dressing Up
- #35 Trip Trap, Trip Trap, Who's That Walking Over my Bridge?



## Spring 1 – Ideas to do at home: Traditional Tales

Here are some things that you and your child can do together at home, linked to our theme – Traditional Tales. We would love to see the homework in school and you could also upload a photo to your child's portfolio on Dojo.

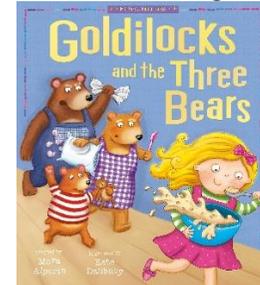
Design and create a house, or castle, for a character from a Traditional Tale to live in



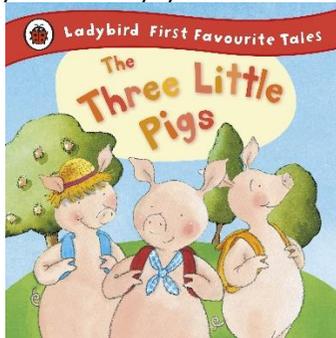
Can you make your own Gingerbread Man?  
You could make a collage, use different materials or even bake one!



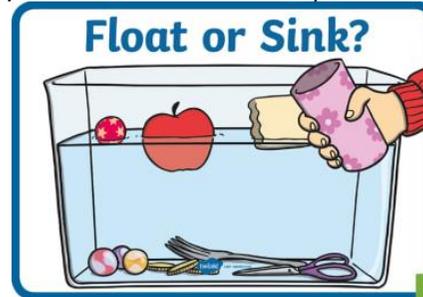
Can you change the ending of a Traditional Tale? For example, Goldilocks says sorry to the three bears and cooks them porridge!



Can you draw or paint your favourite character from a Traditional Tale?  
Why are they your favourite?



Carry out a science experiment at home, such as floating and sinking (safely and guided by an adult!)  
Can you record or draw your findings?



Create a map that shows your journey to school.

What do you pass on your way?



You could also complete homework activities on Education City and Purple Mash (logins are in your child's reading record)