




Comprehension

Birth to three 	<ul style="list-style-type: none"> Copy what adults do, taking 'turns' in conversations Try to copy adult speech and lip movements. Copy your gestures and words.
3 to 4 	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think Jack climbed the beanstalk" Develop their pronunciation Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Reception 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding
ELG	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Knowledge Organiser Summer 1



Word Reading

Birth to three	Enjoy songs and rhymes, tuning in and paying attention. Ask questions about the book. Make comments and shares their own ideas.
3 to 4	Engage in extended conversations about stories, learning new vocabulary.
Reception -	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
ELG	- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing Birth to three	<ul style="list-style-type: none"> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture that stands for their name
3 to 4	Write some letters accurately.
Reception	Re-read what they have written to check that it makes sense.
ELG	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Write simple phrases and sentences that can be read by others.

Numerical Pattern

Birth to three	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
3 to 4	Solve real world mathematical problems with numbers up to 5. Discuss routes and locations, using words like 'in front of' and 'behind'.
Reception	Automatically recall number bonds for numbers 0-5 and some to 10. Explore the composition of numbers to 10.
ELG	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Knowledge Organiser Summer 1



Number

3 to 4	Experiment with their own symbols and marks as well as numerals. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Reception	Link the number symbol (numeral) with its cardinal number value.
ELG	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

The Natural world

3 to 4	Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Reception	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.
ELG	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling;

Physical Development

Knowledge Organiser Summer 1

Birth to Three	I can push myself along on a balance bike or push-along wheeled toy.
Three and Four	I can Skip, hop and stand on one leg. I hold a pose for a game like musical statues.
Reception	I can use a range of tools confidently such as: paintbrushes, scissors and cutlery.
ELG	Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Past and Present

Three and Four	Explore how things work.
Reception	Compare and contrast characters from stories, including figures from the past.
ELG	Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



PSHE/ People and Communities (UTW)

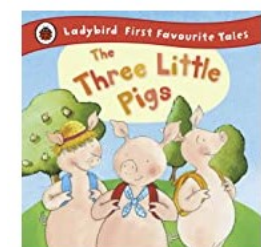
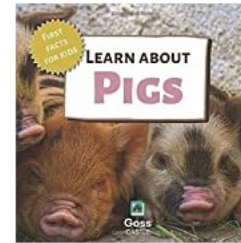
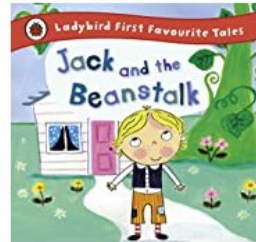
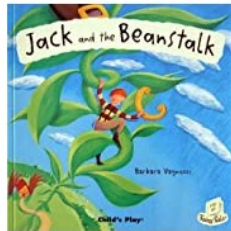
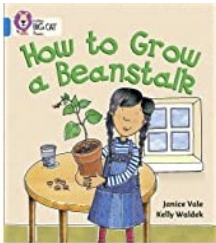
Birth to three	Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
3 to 4	Develop their sense of responsibility and membership of a community.
Reception	Work and play cooperatively and take turns with others;
ELG	Form positive attachments to adults and friendships with peers;

Expressive Art and Design

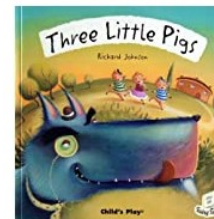
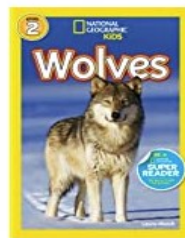
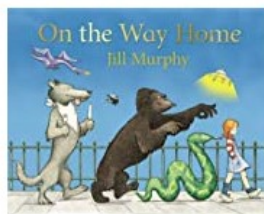
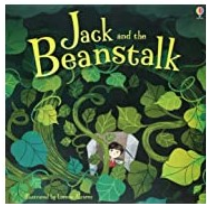
3 to 4	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Reception	Explore colour and colour mixing Show different emotions in their drawings - happiness, sadness, fear, etc.
ELG	Share their creations, explaining the process they have used Invent, adapt and recount narratives and stories with peers and their teacher;

Knowledge Organiser Summer 1

Key Texts- All



Key Texts- Reception



Key Vocabulary

<u>Animals</u> Wolf, pig, farm, wild, pet, oink, snort, growl, howl, habitat, food, diet, carnivore	<u>Story</u> Beginning, middle, end, character, traditional, story map, fiction, non-fiction, fact, scary, frightening
<u>Construction</u> Construct, build, materials, strong, weak, solid, sturdy	<u>Growing</u> Plant, seed, root, soil, sun, water, care, instructions, growth, change, stem, flower, leaf, tree, trunk