



FS2 Ducks' Knowledge Organiser

Autumn 1 2024: Who am I?



Week	Book	Literacy	Maths	UTW	Food activity	Fresh Air activity	PSED
WC: 02/09/2024 Admin day 1 Anima Phonics assessment week	We're Going on a Bear Hunt Under Over Through Wavy Snowstorm Stumble Trip grass forest mud river snowstorm cave tip toe	Drawing club Character: The bear. Adventure 1: The bear is coming back to get through the window. How will it get up? Name writing Mark making Write some or all of their name. (L: 3-4) Write some letters accurately. (L: 3-4) Use a comfortable grip with good control when holding pens and pencils. (PD: 3-4) Wandering Joyful Obstacle Courageous Tiptoe Panic Flee Hide	White Rose: Getting to Know You <ul style="list-style-type: none"> o Daily routines o Provision- where do things belong? o Positional language Understand position through words alone. (M: 3-4) Discuss routes and locations, using words like 'in front of' and 'behind'. (M: 3-4) <ul style="list-style-type: none"> o Counting songs o Number recognition o Counting bear footprints Say one number for each item in order: 1,2,3,4,5. (M: 3-4) Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M: 3-4) Count objects, actions and sounds. (M: Rec)	Bear hunt - explore different sounds and textures. Explore the natural world around them. (UTW: Rec) Describe what they see, hear and feel whilst outside. (UTW: Rec) Use all their senses in hands-on exploration of natural materials. (UTW: 3-4)		Go on a bear hunt. Act out the story. Hide and find bears. Explore the natural world around them. (UTW: Rec) Describe what they see, hear and feel whilst outside. (UTW: Rec) Retell the story, some as exact repetition and some in their own words. (CL: Rec) Repeats words and phrases from familiar stories (L: 0-3) Copy your gestures and words (CL: 0-3) Develop play around favourite stories using props (L: 0-3) Engage in extended conversations about stories, learning new vocabulary (L: 3-4)	To know we have rules to keep us safe. <ul style="list-style-type: none"> • Carpet rules • Class Charter • Act out scenarios- encourage children to recognise right and wrong and suggest rules Increasingly follow rules, understanding why they are important. (PSED: 3-4) Remember rules without needing an adult to remind them. (PSED: 3-4)



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<p>WC: 09/09/20234</p> <p>2</p> <p>Anima Phonics Week 1</p>	<p>We're Going to Find the Monster</p> <p><i>Grumpy crept disturb relaxing lair snatched exactly snappy prickly shimmering soothe fearsome Slunk</i></p>	<p>Drawing club <u>Character:</u> Draw the monster. <u>Adventure time 1:</u> How would catch a monster? <u>Adventure time 2:</u> How would you make friends with a monster?</p> <p><i>cantankerous ferocious enormous ravenous calm glistening sneak</i></p>	<p>White Rose: Getting to Know You Counting Measuring feet with cubes. Comparing size. Positional language. <i>Discuss routes and locations, using words like 'in front of' and 'behind'. (M: 3-4) Count objects, actions and sounds (Rec) Compare numbers (Rec)</i></p>	<p>Drawing maps. Describing routes and position. <i>Draw information from a simple map (UTW: Rec) Describe what they see, hear and feel whilst outside (UTW: Rec)</i></p>	<p>Make porridge for breakfast. Choose toppings. (Goldilocks and the three bears)</p>	<p>Go on a monster hunt. Act out the story. Boat over the ocean, climb a mountain, jungle, cave Make bubbles. Find monsters. <i>Repeats words and phrases from familiar stories (L 0-3) Copy your gestures and words (CL: 0-3) Develop play around favourite stories using props (L: 0-3) Engage in extended conversions about stories, learning new vocabulary (L: 3-4) Retell the story, some as exact repetition and some in their own words. (CL: Rec)</i></p>	<p>To identify and compare our likes and dislikes.</p> <ul style="list-style-type: none"> • <i>Read: What makes me a ME?</i> • What do I like and dislike? • Stand up if you like... • Do we all like the same things? <p><i>See themselves as a valuable individual. (PSED: Rec) Build constructive and respectful relationships. (PSED: Rec)</i></p>
<p>WC: 16/09/2024</p> <p>3</p> <p>Anima Phonics Week 2</p>	<p>Funny bones</p> <p><i>Bones Skeleton Dark Zoo Cellar Little Big Dog</i></p>	<p>Drawing club <u>Character:</u> Skeleton. <u>Adventure 1:</u> How will you frighten somebody? <u>Adventure 2:</u> The skeleton animals have escaped from the zoo. How will you catch them? <i>Write some letters accurately. (L: 3-4)</i></p>	<p>White Rose: Match, Sort and Compare Step 1: Match objects (snap, identical towers) Step 2: Match picture and objects (tidying, snap, memory games) Step 3: Identify a set Step 4: Sort objects by type</p>	<p>Naming body parts -heads, shoulders, knees and toes Arranging and naming bones on the skeleton (skull, ribs, hips, spine)</p>	<p>Senses- Smell Gingerbread skeletons - Smell different powders which will be good to use?</p>	<p>Using sticks to make a skeleton body-label with chalk Chalk around our bodies/ shadows <i>Explore the natural world around them. (UTW: Rec) Describe what they see, hear and feel</i></p>	<p>To know that we belong to a family.</p> <ul style="list-style-type: none"> • What is a family? • Are all families the same? • Explore library books. • Talk about our families -photos.



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	<p>Town Street House staircase</p> <p>skull back bone/ spine hips ribs</p>	<p><i>Use some of their print and letter knowledge in their early writing. (L: 3-4)</i> <i>Use a comfortable grip with good control when holding pens and pencils. (PD: 3-4)</i></p> <p>Gloom Nocturnal Startle Fragmented Jumbled Slink Conceal</p>	<p>(shape, colour, size) <i>Say one number for each item in order: 1,2,3,4,5. (M: 3-4)</i> <i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M: 3-4)</i> <i>Count objects, actions and sounds. (M: Rec)</i> <i>Subitise. (M: Rec)</i> <i>Link the number symbol (numeral) with its cardinal number value. (M: Rec)</i></p>			<p><i>whilst outside. (UTW: Rec)</i></p>	<p><i>Talk about members of their immediate family and community. (UTW: Rec)</i> <i>Name and describe people who are familiar to them. (UTW: Rec)</i></p>
<p>WC: 23/09/2024 4</p> <p><i>Anima Phonics Week 3</i></p>	<p>Owl babies Owl Tree Branch Twig Leaf Nest Baby Swoop baby mother brother sister father</p>	<p>Drawing club <u>Setting:</u> Inside the tree <u>Adventure 1:</u> What do you think Sarah, Percy and Bill are afraid of?</p> <p><i>Write some letters accurately. (L: 3-4)</i> <i>Use some of their print and letter knowledge in their early writing. (L: 3-4)</i> <i>Use a comfortable grip with good control when holding pens and pencils. (PD: 3-4)</i></p> <p>Nocturnal Afraid Worried Contemplate Predators Hunt Nest</p>	<p>White Rose: Match, Sort and Compare Step 5: Explore sorting techniques Step 6: Create sorting rules Step 7: Compare amounts Comparing amounts more and fewer</p> <p><i>Compare quantities using language: 'more than', 'fewer than'. (3-4)</i> <i>Compare numbers. (Rec)</i></p>	<p>Signs and colours of Autumn <i>Understand the effect of changing seasons on the natural world around them. (UTW: Rec)</i></p> <p>Senses-hearing - Environmental sounds / animal sounds</p>		<p>Make owls using pine cones and feathers. <i>Explore natural materials, outdoors (UW:0-3)</i></p>	<p>To know who is in my family.</p> <ul style="list-style-type: none"> • <i>Read: My Mum and dad make me laugh.</i> • <i>Discuss family members.</i> • <i>Draw and label your family.</i> <p><i>Talk about members of their immediate family and community. (UTW: Rec)</i></p>



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<p>WC: 30/09/2024</p> <p>5</p> <p>Anima Phonics Week 4</p>	<p>Once There Were Giants</p> <p>Change Grow Baby Toddler child teenager adult elderly older</p>	<p>Drawing club</p> <p><u>Character:</u> Baby <u>Adventure 1:</u> What would a baby like to play with? <u>Adventure 2:</u> What might she do as a child, that she couldn't as a baby?</p> <p><i>Write some letters accurately. (L: 3-4) Use some of their print and letter knowledge in their early writing. (L: 3-4) Use a comfortable grip with good control when holding pens and pencils. (PD: 3-4)</i></p> <p><i>Baby Toddler Child Teenager Adult Elderly Growth Independent</i></p>	<p>White Rose: Talk about measure and patterns</p> <p>Step 1: Comparing size (small, medium, large) Step 2: Comparing mass (heavy and light) Step 3: Comparing capacity Which holds more/ less? <i>Make comparisons between objects relating to size, length, weight and capacity. (M: 3-4) Compare length, weight and capacity. (M: Rec)</i></p>	<p>Growth - Sequence growth baby, toddler, child, teenager, adult, elderly.</p> <p>Compare yourself as a baby to you now. How have you changed? <i>Name and describe people who are familiar to them. (UTW: Rec) Comment on images of familiar situations in the past. (UTW: Rec) Compare and contrast characters from stories, including figures from the past. (UTW: Rec)</i></p>		<p>Signs of autumn- autumn walk. <i>Explore natural materials, outdoors (UW:0-3) Use all their senses in hands-on exploration of natural materials (UW: 3-4) Explore the natural world around them (UW: Rec)</i></p>	<p>To know one thing I am good at.</p> <ul style="list-style-type: none"> • What could you do as a baby? • What can you do now? <p><i>See themselves as a valuable individual. (PSED: Rec)</i></p>
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<p>WC: 07/10/2024</p> <p>6</p> <p>Harvest Festival Sunday 6th</p> <p>Anima Phonics Week 5</p>	<p>The Little Red Hen</p> <p>Harvest</p> <p>Seed</p> <p>Plant</p> <p>Corn</p> <p>Cut</p> <p>Mill</p> <p>Grind</p> <p>Bread</p> <p>Help share</p> <p>wheat/ grain</p> <p>flour</p> <p>dough</p> <p>mix</p> <p>knead</p> <p>bake</p>	<p>Drawing club</p> <p><u>Setting:</u> The farm</p> <p><u>Adventure 1:</u> What disgusting thing might the Little Red Hen put on her bread?</p> <p><u>Adventure 2:</u> The smell of the bread has attracted a bad character- who is it?</p> <p><i>Write some letters accurately. (L: 3-4)</i></p> <p><i>Use some of their print and letter knowledge in their early writing. (L: 3-4)</i></p> <p><i>Use a comfortable grip with good control when holding pens and pencils. (PD: 3-4)</i></p> <p><i>Baking</i></p> <p><i>Ingredients</i></p> <p><i>Concocting</i></p> <p><i>Grind</i></p> <p><i>Knead</i></p> <p><i>Rising</i></p> <p><i>Unhelpful</i></p> <p><i>Collaborating</i></p>	<p>White Rose: Talk about measure and patterns</p> <p>Step 1: Explore simple patterns</p> <p>What patterns can you see, hear, notice?</p> <p>Step 2: Copy and continue simple patterns</p> <p>Step 3: Create simple patterns</p> <p>Correct errors</p> <p>Repeating Patterns (AB)</p> <p><i>Extend and create ABAB patterns - stick, leaf, stick, leaf. (M: 3-4)</i></p> <p><i>Notice and correct an error in a repeating pattern. (M: 3-4)</i></p> <p><i>Continue, copy and create repeating patterns. (M: Rec)</i></p>	<p>Harvest - seasons, where does food come from?</p> <p><i>Understand the effect of changing seasons on the natural world around them. (UTW: Rec)</i></p> <p>Gardening</p> <ul style="list-style-type: none"> - Digging - Raking - Harvesting - Sweeping leaves 	<p>Making bread</p> <p>Senses- Taste - different types of bread</p>	<p>Trip to Green's Windmill.</p>	<p>To know the importance of eating the right kinds of food.</p> <ul style="list-style-type: none"> • Healthy foods • Vegetables <p><i>Know and talk about the different factors that support their overall health and wellbeing: healthy eating (PSED: Rec).</i></p>
<p>WC: 14/10/2024</p> <p>7</p> <p>Anima Phonics Week 6</p>	<p>The Three Little Pigs</p> <p>Houses</p> <p>Materials</p> <p>Straw</p> <p>Bricks</p> <p>Build</p>	<p>Drawing club</p> <p><u>Character:</u> The brick house.</p> <p><u>Adventure 1:</u> The wolf has disguised himself as a pig.</p> <p><u>Adventure 2:</u></p>	<p>White Rose: It's me 1, 2, 3</p> <p>Step 1: Find 1, 2 and 3</p> <p>Step 2: Subitise 1, 2 and 3</p> <p>Step 3: Represent 1, 2 and 3</p> <p><i>Say one number for each item in order: 1,2,3,4,5. (M: 3-4)</i></p>	<p>Materials and structures - which is the strongest?</p> <p>Which is best for a home?</p> <p>What is your home made of?</p>	<p>Pig cupcakes/ biscuits</p>	<p>Act out the story. Walk around the school grounds and find the houses</p> <p><i>Repeats words and phrases from familiar stories (L 0-3)</i></p>	<p>To know how my friends are the same or different to me.</p> <ul style="list-style-type: none"> • Read: <i>But Martin!</i> • Who is in your class.



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	<p>Sticks Buy Strong Weak Solid Flimsy Construct</p>	<p>The pigs take the wolf to the builders' yard, but they need to move the bricks. <i>Write some letters accurately. (L: 3-4)</i> <i>Use some of their print and letter knowledge in their early writing. (L: 3-4)</i> <i>Use a comfortable grip with good control when holding pens and pencils. (PD: 3-4)</i></p>	<p><i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M: 3-4)</i> <i>Count objects, actions and sounds. (M: Rec)</i> <i>Subitise. (M: Rec)</i> <i>Link the number symbol (numeral) with its cardinal number value. (M: Rec)</i></p>	<p>Different types of homes. <i>Talk about the differences between materials and changes they notice. (UTW: 3-4)</i></p>	<p><i>Copy your gestures and words (CL: 0-3)</i> <i>Develop play around favourite stories using props (L:0-3)</i> <i>Engage in extended conversations about stories, learning new vocabulary (L: 3-4)</i> <i>Retell the story, some as exact repetition and some in their own words. (CL:R)</i></p>	<ul style="list-style-type: none"> How are they the same or different to you? <i>Build constructive and respectful relationships. (PSED: Rec)</i>
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