



FS2 Knowledge Organiser

Spring 2 2024: How will we get there?

Week	Book	Writing	Maths	UTW	Food activity	Fresh Air activity	PSED
WC: 19.02.24 1	The Train Ride journey travel destination station meadow train mare foal load ticket collector tunnel reflection gaggle engine lighthouse strutting	Independent Sequencing. Write part of the story. What did you see on the train ride? Write one or more sentences. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W) Write simple phrases and sentences that can be read by others. (L: W ELG)</i> Anima Phonics Phase 4 Week 6	Adult facilitated <u>White Rose - Growing 6, 7, 8</u> Step 7: Double to 8 (find a double) Step 8: Double to 8 (make a double) <i>Explore the composition of numbers to 10. (M: Rec)</i>	Magnets- push and pull forces. <i>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. (UTW: NW ELG)</i>		Recreate train ride outside. What can you see, what can you see? Make tunnel for the train. Obstacle course- journey. Draw a map to show your journey. Write tickets - where are you going? Use money to buy tickets- add coins together <i>Explore the natural world around them. (UTW) Describe what they see, hear and feel whilst outside. (UTW)</i>	Recap listening rules <i>Explain the reasons for rules, know right from wrong and try to behave accordingly. (PSED: MS ELG)</i> Zones of regulation <i>Express their feelings and consider the feelings of others. (PSED Rec) Identify and moderate their own feelings socially and emotionally. (PSED Rec)</i>
WC: 26.02.24 2	Mr Gumpy's Outing outing boat river tipped bank children squabble rabbit hop cat chase dog	Adult facilitated Write a report about what happened? Whose fault was it? Why? VIPERS- Story mapping <i>Write short sentences with words with known sound-letter correspondences using a capital letter</i>	Independent <u>White Rose: Length, height and time</u> Step 1: Explore length Step 2: Compare length Step 3: Explore height Step 4: Compare height Step 5: Talk about time Step 6: Order and sequence time <i>Compare length, weight and capacity. (M: Rec)</i>	Materials - Forces Floating and sinking.	Make a sandwich for your day out.	Make a boat Test boats on water How many passengers can your boat hold? <i>Explore the natural world around us. (UTW: Rec) Describe what we see, hear and feel whilst outside. (UTW: Rec)</i>	Zones of regulation <i>Express their feelings and consider the feelings of others. (PSED Rec) Identify and moderate their own feelings socially and emotionally. (PSED Rec)</i> Turn taking and listening

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	tease pig muck about sheep bleating chickens flap calf trample goat kick	<i>and full stop. (L: W) Write simple phrases and sentences that can be read by others. (L: W ELG)</i> Anima Phonics Phase 4 Week 7				<i>Create collaboratively, sharing ideas, resources and skills. (EAD: Rec)</i>	How can we be a good listener? Take turns to talk it the circle <i>Work and play cooperatively and take turns with others. (PSED: BR ELG)</i>
WC: 04.03.24 3 World Book Day 7th March Mother's Day 10th March	Last stop on market street What can you see? market bus journey The Naughty Bus	Independent Story map each of the people and place CJ meets and goes along the way. Write about the bus journey. What did you see? Who did you meet? Write sentences. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W) Write simple phrases and sentences that can be read by others. (L: W ELG)</i> Anima Phonics Phase 4 Week 8	Adult facilitated <u>White Rose: Building 9 and 10</u> Step 1: Find 9 and 10 Step 2: Compare numbers to 10 Step 3: Represent 9 and 10 Step 4: Conceptual subitising to 10 <i>Count objects, actions and sounds (M: Rec) Link the number symbol (numeral) with its cardinal number value (M: Rec) Explore the composition of numbers to 10. (M: Rec)</i>	Follow the map to take the bus on a journey. <i>Draw information from a simple map. (UTW Rec)</i> Materials - ramps. Which ramp does the car go down the fastest/ slowest?		Crossing the road safely. Crossing patrol Create a bus stop, street signs <i>Create collaboratively, sharing ideas, resources and skills. (EAD: Rec) Explore the natural world around them. (UTW: Rec) Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian. (PSED: Rec)</i>	Zones of regulation <i>Express their feelings and consider the feelings of others. (PSED Rec) Identify and moderate their own feelings socially and emotionally. (PSED Rec)</i> Mother's Day cards

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<p>WC: 11.03.24 4</p>	<p>Emma Jane's Aeroplane aeroplane airport countries landmarks city London Big Ben River Thames London Eye Paris Eiffel Tower Notre Dame Venice Grand Canal gondoliers St Mark's Cathedral New York Statue of Liberty Beijing Broadway Great Wall of China dragon Sydney Harbour Bridge Opera House ocean</p>	<p>Adult facilitated Write a postcard from one of the countries that you have learned about. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i> Anima Phonics Phase 4 Week 9</p>	<p>Independent <u>White Rose: Building 9 and 10</u> Step 5: 1 more Step 6: 1 less Step 7: Composition to 10 Step 8: Bonds to 10 (2 parts) Step 9: Make arrangements of 10 <i>Understand the 'one more than/one less than' relationship between consecutive numbers. (M: Rec)</i> <i>Explore the composition of numbers to 10. (M: Rec)</i> <i>Automatically recall number bonds for numbers 0-5 and some to 10. (M: Rec)</i></p>	<p>Different countries. Famous landmarks. Maps/ globe. Are other countries the same or different? Similarities and differences Non-fiction books Talk about different countries. Our own cultures. <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UTW ELG)</i></p>		<p>Large construction. Create landmarks. Make flags. <i>Explore the natural world around us. (UTW: Rec)</i> <i>Recognise some similarities and differences between life in this country and life in other countries. (UTW: Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD: Rec)</i></p>	<p>Zones of regulation <i>Express their feelings and consider the feelings of others. (PSED Rec)</i> <i>Identify and moderate their own feelings socially and emotionally. (PSED Rec)</i></p>
<p>WC: 18.03.24 5</p>	<p>Here We Are Earth</p>	<p>Independent Write about where you live. How would you get back home? <i>Write short sentences with words with known</i></p>	<p>Adult facilitated <u>White Rose: Building 9 and 10</u> Step 10: Bonds to 10 (3 parts) Step 11: Doubles to 10 (find a double)</p>	<p>Different continents. Continents song. Are other countries the same or different? What continent do we live in?</p>	<p>Tasting foods from around the world. One food from each continent. Which was your favourite?</p>	<p>Litter picking- sorting for recycling Animal hunt</p>	<p>How can we look after our world? Recycling story and game <i>Explain the reasons for rules, know</i></p>

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		<p><i>sound-letter correspondences using a capital letter and full stop. (L: W) Write simple phrases and sentences that can be read by others. (L: W ELG)</i></p> <p>Anima Phonics Phase 4 Week 10</p>	<p>Step 12: Doubles to 10 (make a double) Step 13: Explore even and odd</p>	<p><i>Recognise some similarities and differences between life in this country and life in other countries. (UTW Rec)</i></p>	<p>Hotdogs Tortilla Chips Vegemite Fish fingers Plantain chips Onion bajis Cheese</p> <p><i>Recognise some similarities and differences between life in this country and life in other countries. (UTW Rec)</i></p>	<p><i>Explore the natural world around them. (UTW: Rec) Describe what they see, hear and feel whilst outside. (UTW: Rec)</i></p>	<p><i>right from wrong and try to behave accordingly. (PSED: MS ELG)</i></p>
<p>WC: 25.03.24 6</p> <p>Good Friday</p>	<p>The Easter Story</p>	<p>Adult facilitated Write a recipe for crispy cakes. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W) Write simple phrases and sentences that can be read by others. (L: W ELG)</i></p> <p>Anima Phonics Phase 4 Week 11</p>	<p>Independent <u>White Rose: Explore 3D shapes</u> Step 1: Recognise and name 3-D shapes. Step 2: Find 2-D shapes within 3-D shapes. Step 3: Use 3-D shapes for tasks. Step 4: 3-D shapes in the environment.</p>	<p>The Easter Story. Make Easter cards. Recognise that people have different beliefs and celebrate special times in different ways. (UTW)</p>	<p>Easter nest crispy cakes <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (UTW: ELG)</i></p>	<p>Easter egg hunt</p>	<p>Easter Guess who has the - turn taking and listening game Easter egg game Discuss: how do you celebrate Easter? <i>Recognise that people have different beliefs and celebrate special times in different ways (UTW Rec)</i></p>

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All areas of learning explored through independent learning in continuous provision.

Expressive Arts and Design

Creating with materials

Making moving vehicles

Wheel and axels

- *Explore different materials freely, to develop their ideas about how to use them and what to make. (Rec)*
- *Develop their own ideas and then decide which materials to use to express them. (Rec)*
- *Join different materials and explore different textures. (Rec)*
- *Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (Rec)*
- *Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Rec)*
- *Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (Rec)*
- *Explore colour and colour-mixing. (Rec)*
- *Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Rec)*
- *Create collaboratively, sharing ideas, resources and skills. (Rec)*
- *Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Rec)*

Being Imaginative and Expressive (Music)

Exploring instrumental sounds.

Learn songs, poems and rhymes.

- *Listen with increased attention to sounds. (Rec)*
- *Respond to what they have heard, expressing their thoughts and feelings. (Rec)*
- *Remember and sing entire songs. (Rec)*
- *Sing the pitch of a tone sung by another person ('pitch match'). (Rec)*
- *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Rec)*
- *Create their own songs or improvise a song around one they know. (Rec)*
- *Play instruments with increasing control to express their feelings and ideas. (Rec)*
- *Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)*
- *Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)*
- *Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec)*
- *Explore and engage in music making and dance, performing solo or in groups. (Rec)*

Being Imaginative and Expressive (Role play and small world play)

- *Take part in simple pretend play, using an object to represent something else even though they are not similar. (Rec)*
- *Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (Rec)*
- *Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Rec)*
- *Develop storylines in their pretend play.*

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Physical Development

Fine motor skills - focus on developing strength, holding scissors correctly and cutting.

- *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*
- *Develop the foundations of a handwriting style which is fast, accurate and efficient.*
- *Further develop the skills they need to manage the school day successfully:*
 - *lining up and queuing*
 - *mealtimes*

Weekly PE session: Agility- developing movement coordination, strength and balance.

- *Progress towards a more fluent style of moving, with developing control and grace.*
- *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.*
- *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.*
- *Combine different movements with ease and fluency.*
- *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.*
- *Develop overall body-strength, balance, co-ordination and agility.*

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