



Knowledge Organisers – Autumn 1

Hedgehogs EYFS

English

Maths

Music

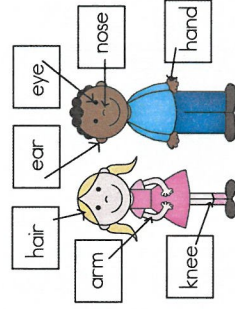
All About Me



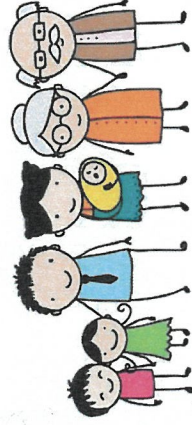
Knowledge Organiser

EYFS Autumn 1 -All About Me

What parts does my body have?



Who is in my family?



What different homes do people live in?



Do we always feel the same?



Who is in my school community?



How can we stay healthy?



Key vocabulary

Skull – the bone that is inside our head

Lungs – the organ inside our bodies that helps us breathe

Son – a boy in a family

Daughter – a girl in a family

Detached – a house that is not joined to another home

Bungalow – a home with no upstairs

Confident – when we feel sure about something we know or can do

Delighted – when we feel really happy about something

Headteacher – the teacher who is in charge of our school

Vitamins – things we can't see in fruit and vegetables that keep us healthy

Recapping on learning

Observation checkpoints to guide parents, carers and practitioners

Personal, Social and Emotional Development Making Relationships

- Is the child developing friends in class, can they name friends and teachers?
 - Is the child confident linking with adults and friends in class, increasing skills to interact at length with others?
 - Is the child increasingly confident and cooperative at home, play and school, understanding other people's needs, wants and behaviours?
- Sense of Self**
- Can the child talk about belonging within their home and school community?
 - Do they show confidence in speaking to others about their bodies, being healthy, needs and interests?

Understanding Emotions

- Is the child showing understanding and self-regulation of their wider emotions?
- Do they show empathy and comfort for others in class discussion or within learning time?

Communication and Language Listening and Attention

- Does the child follow and understand conversations about families or bodies, in small groups or class?
- Do they listen carefully during stories about families or friendships with increasing attention and recall?
- Are they able to focus attention themselves or at the request of others on adult directed learning?

Understanding

- Can the child recall and remember parts of the body and what they do?
- Can the child understand prepositions such as **under**, **on top**, **behind** by carrying out an action or selecting the correct picture?
- Do they respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box?

Speaking

- Can the child talk more extensively about events with their family like birthdays, trips, pets?
- Can they talk about their health and routines like and regular meal times, story times, bedtimes and teeth brushing?
- Is their vocabulary reflecting the breadth of their experiences and building up with what they do/learn?
- Can they use talk in play where they use imagination to invent play out of ordinary things, e.g. This box is my castle?

- **Physical Development Moving and Handling**

- Playing a small group game, can they balance on one foot or in a squat momentarily, shifting body weight to improve stability
- Can they grasp and release with two hands to throw and catch a large ball, beanbag or an object?
- When making self-portraits of themselves and pictures of family – can they manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, glue sticks, charcoal sticks?
- Ask families at home if they can manage hairbrushes, toothbrush, scarves or ribbons?

Health and Care

- Ask families at home if they eat a healthy range of foodstuffs and try new foods, fruit at school?
- Do they describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad
- Ask families at home if the child has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and know why this is important?
- Are they usually dry and clean during the day?

Reading

- Can they describe story settings, events and principal characters in increasing detail from finding a friend and other T4W imitation to recall events
- Do they enjoy re-enacting and reinventing stories they have heard such as Owl Babies, So much and Rosie's walk
- Can they recognise some written names of peers, siblings, "Mummy"/" Daddy", words from Finding a Friend, Set1 Red words
- Are they beginning to develop phonological and phonemic awareness through daily RWI sessions for set 1 sounds
Have they begun to segment the sounds in simple words and blend them back together- knowing which letters represent some of them?

Writing

- Can they give meaning to marks they make in role play and writing play, linking RWI set 1 letters to sounds?
- Have they begun to write strings of letters in a sequence to represent words, sometimes after this is modelled in T4W sessions?

Mathematics

- Do they enjoy reciting numbers from 0 to 5 (and beyond) and back from 5 to 0 – using counting rhymes and number lines
- Are they increasingly confident at putting numerals in order 0 to 5 (ordinality)?

Cardinality

Can they count out up to 5 from a larger group using loose parts into a ten frame? Raisins from a bag?

Can they engage in subitising numbers to four and maybe five using fingers, numicon, loose parts, dice, dominoes?
Can they match numerals with a group of items to show how many there are (up to 5)?

Composition

Can they add one and subtract one with numbers to 5 in practical activities such as getting fruit for snack?

Spatial Awareness

- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)

Shape

Can they use mathematical terms to describe shapes? learning which shapes combine to make other shapes?

Do they use their own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build?

Pattern

- Can they use loose parts and familiar objects to create and recreate repeating patterns beyond two repeated patterns (red blue, red blue)

People and Communities

Do they enjoy talking about joining in with family customs and routines as they talk about themselves and families?

Can they talk about past and present events in their own life and in the lives of family members like birthdays, holidays?

Natural World

Can they look closely at their own similarities and differences in their bodies, height, eye colour and describe their bodies and how they change?

Do they know about similarities and differences in relation to places around the school and village?

Can they make some drawing of their local environment and describe it?

Creating with materials

- Can they begin to build a collection of songs and dances? Singing about my friends?

• Can they, make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to?

Being imaginative and expressive

Can they create representations of themselves, their families, events and objects?

Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences?

Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purpose?

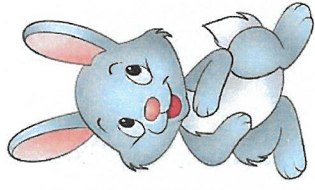
Year: EYFS

Unit: 1

Genre: Wishing Tale

Text: Finding a Friend

Character Toolkit
Talk about a character you know - make up another story about them.
Make up a new character - give them a name.
Use words to describe your character (friendly, scary).
Is your character good or bad?





The Windmill Primary Federation Maths Knowledge Organiser

EYFS Autumn Term

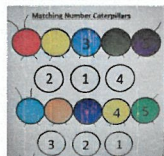
Overview – White Rose Maths Approach

We need to use maths every day, for example when telling the time, playing games, cooking, building or for almost any type of work.

1. Concrete – children have the opportunity to use physical (concrete) objects to help them understand and explain what they are doing.



2. Pictorial – children then build on this concrete approach, which can then be used to reason and solve problems.



3. Abstract – with the foundations firmly laid, children can move to an abstract approach (symbols and number sentences) using numbers and key concepts with confidence.

Key Vocabulary

Number – A way to show “how many.”

🐟 🐟 🐟 = 3 (three is the number for how many fish there are)

Digit – A single symbol we use to make numbers. 0, 1, 2, 3, 4, 5

Count – To say the numbers in order to find out how many.

🐻 🐻 🐻 → “1, 2, 3”

More – A bigger amount.

🍎 🍎 🍎 (3 apples) is **more** than 🍎 (1 apple).

Less – A smaller amount.

🍌 (1 banana) is **less** than 🍌 🍌 🍌 (3 bananas)

Add – To put numbers or things together to make a bigger number.

🍓 🍓 + 🍓 = 🍓 🍓 🍓 (2 + 1 = 3)

Subtract – To take away to make a smaller number.

🍪 🍪 🍪 - 🍪 = 🍪 🍪 (3 - 1 = 2).

Number blocks to 5



Number - Counting



Digits

Numbers are what we use for counting and measuring.

Numbers are made up of these digits:

0 1 2 3 4 5 6 7 8 9

Counting

Numbers can be counted from 0 to 9.

Once we count beyond 9, we need to start putting two digits together. We should be able to count to 20 by the end of Reception.

One more, one less

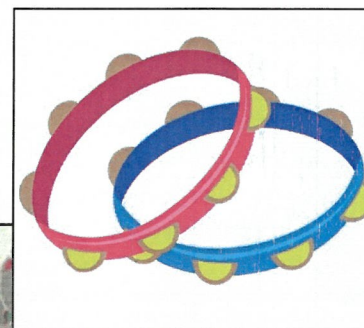
We can use our knowledge of counting to work out one more or less of an amount. We can use objects to show this or work out the answer using a number line (see left), e.g. one more than seven equals eight.

Music Knowledge Organiser – Unit 1: Chant to the Animals

Key Vocabulary	
Pulse	The steady, regular heartbeat of the music.
Beat	The steady pulse or heartbeat of a song.
Rhythm	A repeated pattern of sounds.
Tempo	The speed of the music.
Verse	The storytelling part of a song.
Chorus	The catchy, exciting part of a song that repeats the same words and melody.



Unit Objectives
To explore and learn chants that tell a story.
To know that a chant uses speaking voices musically.



I Can Statements:

I can learn two chants: Banana Rap by Jane Sebba and We're Going on a Bear Hunt by Michael Rosen.

I can chant using my spoken voice rhythmically and musically.

I can use good posture and breathe more freely and deeply when singing.

I can perform using an expressive voice.