



Skills & Knowledge Organiser  
Rabbit Class  
Autumn Term 2





## Respectful Rabbits Terrific Tales

Fly a Kite  
Toast Marshmallows  
Autumn  
Christmas  
Woodland Walk  
Santa School



How do windy days make us feel?



LEARNING HOOKS  
CULTURAL CAPITAL & ENRICHMENT  
EXPERIENCES



To become a

### **Confident Communicator**

who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings

To become an

### **Independent Individual**

who can follow the #Respect,, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy

To become a

### **Fantastic Friend**

who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings

To become an

### **Amazing Athlete**

who can show strength, balance and coordination when playing, move confidently and safely in a variety of different ways, use a range of equipment

To become a

### **Talented Tool User**

who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence

To become a

### **Brilliant Bookworm**

who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)

To become a

### **Wow Writer**

who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others

To become a

### **Master of Maths**

who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5

To become an

### **Exceptional Explorer**

who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places

To become a

### **Compassionate Citizen**

who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs

To become a

### **Proud Performer**

who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm

To become a

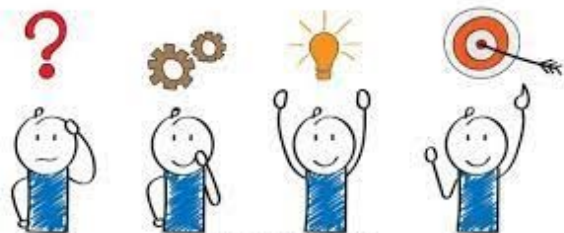
### **Dynamic Designer**

who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it

# At Milborne, we nurture and celebrate every unique child.



## British Value: Tolerance



### #respectforall

#### Respect for self...

We are kind to ourselves and responsible for our own learning.

#### Respect for others...

We are kind to each other. Our differences make us stronger.

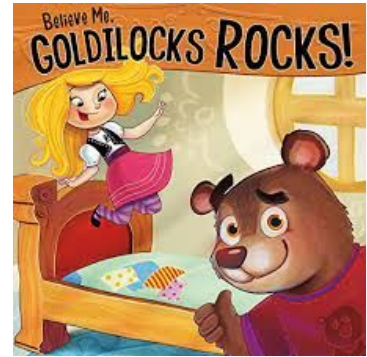
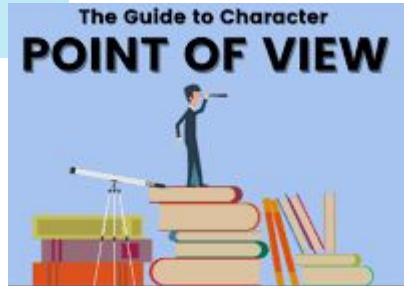
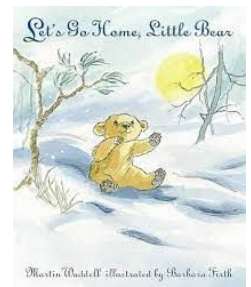
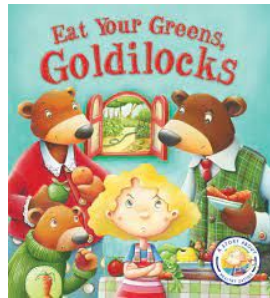
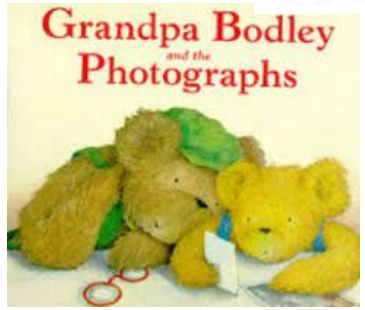
#### Respect for our world...

We are part of nature.

We will work together to make our world a better place.



Possible Themes,  
Interests &  
Lines of Enquiry



# Communication and Language

## Tell me a Story!

### Vocabulary Concepts:

where, what, why, who, how, either, or, in front, beside, between, until, while, but, although, above, after, all, around, back/backwards, before, behind, below, both, different, early, forwards, front, story telling language

Revisit/ ongoing throughout the year

Learn new vocabulary

Use new vocabulary in different contexts

Use new vocabulary through the day in discussions and conversations

Learn new rhymes, poems, and songs

Listen to and talk about stories to build familiarity and understanding



### Listening:

Listen in familiar and new situations.

Engage in stories that are familiar and new with interest and enjoyment.

### Attention:

Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall.

Shift attention when required e.g., when given a clear prompt - 'name'.

### Respond:

Make relevant comments when listening to a story and can answer 'why' questions.

Link events in a story to their own experiences.

*Ask questions to find out more and to check they understand what has been said to them.*

Respond to others appropriately in play.

*Engage in story times.*

*Engage in non-fiction book.*

### Understanding:

*Follow instructions or a question with 2 parts in familiar situations.*

### Speaking:

Use intonation to make meaning clear to others.

*Start a conversation with peers and familiar adults and continue it for many turns.*

Use simple conjunctions in talk to link thoughts 'and' 'because'.

Retell a simple event e.g., how scratched knee'

Recognise words that rhyme or sound similar E.g., "Cat and hat".

*Develop social phrases – "Good morning, how are you?"*



### Home Learning:

Share a story together. Ask your **child to listen and join in:** Play 'I wonder what would happen if'

Then change part of the story to make it sad / happy / shocking etc. Don't forget to share this on Tapestry with Miss Wittman.

# Personal, Social and Emotional Development

## Vocabulary:

Myself, Feelings, Being gentle, Rights, Talents, Responsibilities, Families, Home, Friends, Challenges, Perseverance, Jobs, Help, Exercise, Healthy food, Physical activity, Sleep, Clean, Bodies, Respecting my body, Fun, Fears, Growth



Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary  
Listen to others, speak to peers and adults and engage in discussions in a positive way

## Home Learning:

Play a board game together as a family.



## Express feelings:

Can show concern for others and show awareness of how their actions may impact on others.  
Talk with others to solve conflicts.

Can identify how they are feeling using the Colour Monster  
*Beginning to express their feelings and consider the perspectives of others.*

## Manage behaviour:

Begin to take turns and share resources.

Can usually tolerate delay when needs are not immediately met.

## Self-awareness:

Can talk about what they are doing and why.

## Independence:

Can independently choose areas they would like to play in or resources they would like to use.

Can say when they help.

With some support can get dressed and undressed for PE sessions.

Can follow instructions with 2 parts.

## Collaboration:

Begin to share and take turns.

## Social skills:

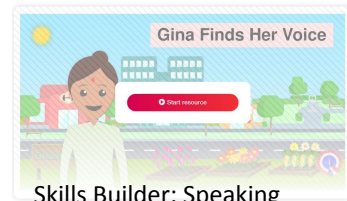
*Continue to build constructive and respectful relationships.*

Seek familiar adults and peers to engage in conversations and ask for help.



## Jigsaw: Celebrating Difference

Identifying talents; Being special;  
Families; Where we live; Making friends; Standing up for yourself;  
Moderate feelings



Skills Builder: Speaking

Revisit/ ongoing throughout the year

Continue to develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.



### Home Learning

**Birthday Knowledge:** Your birthday is the day you are born and is celebrated once, on the same date every year. Can you design and write a birthday card for a family member? Can you bake a cake together following the recipe / instructions?

### Vocabulary

Warm up, roll, pirate balance, side step, gallop, hop, skip, space, bubble, breathe in/ out, body part names, balance, catch, trap, hold, stop, freeze, cool down, stretch, wide, narrow, long, still, jump, bend, forwards, backwards, side to side, land

# Physical Development



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 spoon.

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.

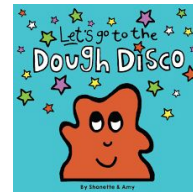
Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

### REAL PE FOCUS

**Social Cog Focus :** Taking Turns and Sharing.

**Dynamic Balance to Agility Skill:** Jumping and Landing with Space PE

**Static Balance Skill:** Seated Balance in Cheeky Monkey Play





# Literacy



Vocabulary: Phoneme, sound, phoneme frame, sound buttons, grapheme, rhyme, print, words, letters, sounds, books, story, blend, segment

Revisit/ ongoing throughout the year

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

## COMPREHENSION

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from book or role-play.

## WORD READING

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to our phonic programme



## Home Learning:

Can you label some of your toys using the initial sound or try to sound out the full word?

## Emergent writing:

Copies adult writing behaviour e.g., writing on a whiteboard, messages.

Makes marks and drawings using increasing control.

Know there is a sound/symbol relationship.

Use some recognisable letters and own symbols.

Write letters and strings, sometimes in clusters like words.

## Composition:

Orally compose a sentence and hold it in memory before attempting to write it.

## Spelling:

Orally spell VC and CVC words by identifying the sounds.

Write own name.

## Handwriting:

Form letters from their name correctly. Recognise that after a word there is a space.

## Talk for writing progression:

Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation.

Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.



Revisit/ ongoing throughout the year

Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.



### Phonics Phase 2

Know grapheme phoneme correspondence of 19 letters.  
Blend with known letters for reading VC and CVC words.  
Orally segment for VC and CVC words for spelling  
Know high-frequency common words (the, to, no, go).

### Home Learning

At home practise segmenting words for your child to blend, eg, can you go to b-e-d? (bed) or “drink your m-i-l-k.” (milk).

Can you practise writing each letter of the alphabet using the handwriting rhymes we have sent home?



TalkforWriting™

### Talk for Writing

#### Texts as a Stimulus:

#### Journey Story

*We're Going on a Bear Hunt*

Sequence the Story

Labels

Hook: Honey store has been raided by Tom Bear!  
Follow bear prints/ sticky trail ... use book clues to find him (and ingredients for a honey recipe)

#### Cold Task - Record

Tell me a story that you know

Immerse - Shared Reading/ Reenactment of

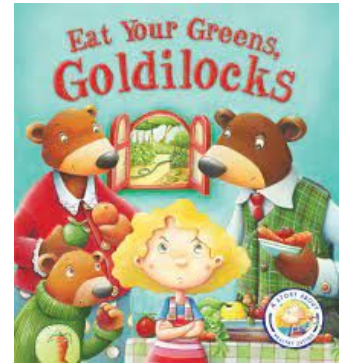
*We're Going on a Bear Hunt*

Imitate - Exploring; Story Box

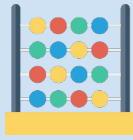
Innovate - Adult Led Discussion & Role Play going on 'hunts' for items around the classroom

*We're Going on a Bear Hunt*

Michael Rosen Helen Oxenbury

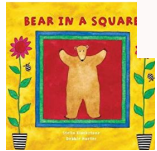
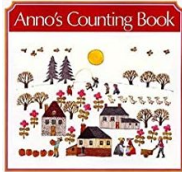
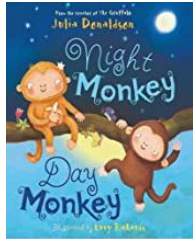
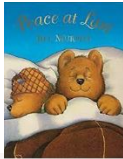
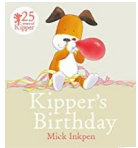


# Mathematics



## Vocabulary:

Number, zero, one, two, three ..... to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough



Use language to describe when events happen e.g., day, night, morning, afternoon, before, after, today, tomorrow.

MR. STRONG



## **Representing, Comparing, Composition and Formation 1,2,3 and 4**

Subitise or count to find how many and make own collections of 1,2, 3 and 4 objects. Match number names to numerals and quantities. Count up to 4 objects in different arrangements by touching each object as they count. Recognise that the final number they say names the quantity in a set. Use own mark making to represent 1, 2, 3 and 4. Say which sets have more and fewer.

### **One more and less**

Use a five frame to represent numbers and predict how many there will be if they add one more or take one away. Understand the link between counting forwards and the one more pattern, then counting back and the one less pattern. Support with books and number rhymes e.g., 5 speckled frogs, 5 current buns, 5 little ducks.

### **Circles and triangles**

Circles have one curved side, triangles have 3 straight sides. Recognise these shapes in everyday life using a variety of different sized circles and triangles in different orientations and sides with different lengths.

### **Shapes with 4 sides**

Squares (classes as special rectangles with 4 equal sides) and rectangles have 4 straight sides and 4 corners. Recognise these shapes in everyday life (represented in different sizes and orientations).

### **Spatial awareness: Positional language**

Hear and begin to use positional language to describe how items are positioned in relation to other items.

### **Time: Night and Day**

Talk about night and day and order key events in daily routines. Begin to measure time in simple ways e.g., counting number of sleeps, timers to measure durations.

## Home Learning:

When tidying or playing at home practise counting toys, knives and forks for the dinner table, shoes, scoops when cooking etc

### Vocabulary:

Celebrate, gathering, party, tradition, fireworks, festival, festive, special, church, Nativity, respect, unique, emotions, gift, feast, decorate

Revisit/ ongoing throughout the year

**Communication:** Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

**Observation:** Explore the natural world around them by taking part in weekly OE sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

### Home Learning:

Can you design, create and write a real christmas card and post it using a stamp?  
Write and post a letter to Santa, you may even get a reply back!

## Understanding the World



Continue to develop a sense of *continuity and change* by being able to compare characters from stories.

**Causation:** Begin to know that they can compare characters from stories to themselves and their own experiences.

**Impact:** Know how to use the language of time when talking about past/present.

**Chronology** Begin to know how to use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

**Enquiry:** Know about some key historical events – know why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.

**Respect:** Know that that people have different beliefs and celebrate special times in different ways.

Begin to know some similarities and differences between life in this country and life in other countries.

**Mapping:** Know how to use technology in exploring mapping - a Bee Bot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.

**Communication:** Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly OE sessions.

# The Birth of Jesus: Puddles and the Christmas Play

Become familiar with the Nativity story and the way in which some churches celebrate the birth of Jesus

## Expressive Arts and Design

### Media and Materials

- Make Christmas cards and decorations
- Make / eat Christmas foods
- Listen to and sing songs about winter and Christmas

### Being imaginative

- Create a church / Nativity role-play area \* and include Puddles the cat and The Reverend Freddie Fisher characters for imaginative play

\*NB This may not be appropriate for all children in the setting / class as some faith communities do not support role-play of religious figures



## Personal, Social and Emotional

- Think of ways in which they could help those less fortunate at Christmas time – e.g. raise money for charity, make up food parcels and donate to The Salvation Army, give toys to the local charity shop
- Write thank you letters to anyone in the school, home or community who has helped with Christmas preparations and for making it a special time for the children
- Identify what other religious festivals are celebrated at this time of the year and by whom
- Talk about what it means to be nervous and how others might help in that situation
- Talk about how it feels to be left out of games and activities and how we can be considerate to others to avoid this

## Communication and Language

### Listen with enjoyment and respond to stories.

- Hear the story Puddles and the Christmas Play
- Listen to a biblical account of the Nativity
- Talk about the story and the characters
- Talk about their feelings during parts of the story – e.g. how they felt when Puddles did not get a part in the play; when Puddles came to Ben's rescue
- Talk about what it means to be nervous (as was Ben in the story)
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions

## Literacy

- Read and write words associated with Christmas



## Context for Learning / Theme:

### Puddles & the Christmas Play



## Mathematical

- Sort pictures to identify the characteristics of different seasons
- Make a celebration chart based on the festivals that pupils in the class celebrate within their faith communities
- Sort a range of Christmas cards into different categories e.g. Christian and secular
- Count the candles on the advent wreath as the story of Puddles and the Christmas Play unfolds



## Physical

## Understanding the World

### The World

- Sort pictures to identify the characteristics of different seasons
- Use the outdoor environment to experience characteristics of winter – rain, cold, frost, snow

### People and Communities

- Identify the number of the children in the class who celebrate Christmas at home and the number of children who celebrate other festivals
- Make and share Christmas foods and find out about the origins of the customs



## Religious Education

### Enjoy a range of stories and accounts from different faith traditions and cultures

- Create a spider diagram with artefacts to identify what the children already know about Christmas
- Hear and enjoy the story *Puddles and the Christmas Play*
- Hear the Nativity story
- Listen to a Christian visitor to find out how Christmas is celebrated in their church and what Christmas means to them

- Visit the church to see how it is decorated for Christmas

### Develop curiosity and begin to ask questions about their own and other people's home and community life

- Talk to a Christian visitor or watch a DVD to find out how Christmas is celebrated in the home
- Make Christmas cards that illustrate Christian symbols and images associated with the festival\*
- Talk to a Christian visitor (e.g. member of The Salvation Army) to find out how and why they help others especially at Christmas time
- 'Hot Seat' The Reverend Freddie Fisher (doll) and ask him questions

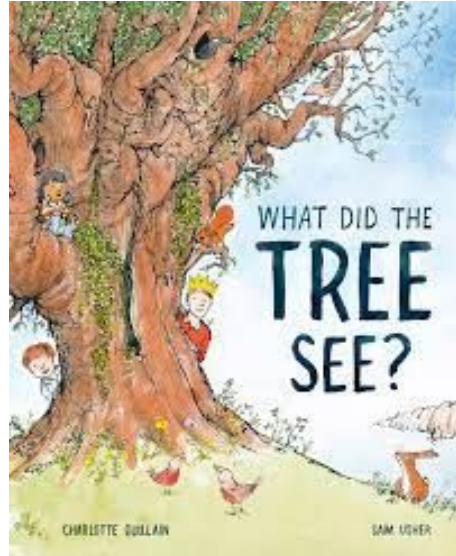


## Puddles and the Christmas Play



Gill Vaisey  
Illustrations by Louise Gwillym

# The Harmony Project



## THE PRINCIPLE OF THE CYCLE

Enquiry question:

*What did the tree see?*

The life cycle of a tree

## GREAT WORKS

Discover and create 'magical creatures' in the woods (natural sculptures)

## SUSTAINABILITY ACTION

Message: Taking care of the environment, leaving no evidence of a human presence other than footprints

## OUTDOOR LEARNING

Making sense of my ecologically diverse world: Investigating the woodland

# Expressive Arts and Design



## Vocabulary

Thick, thin, soft, pattern, line, shape, detail, charcoal coloured pencil, felt tip pen, primary (colour), light, dark, warm, cold, bright, glue stick, scissors, thread, model, cut, stick, fold, bend, attach, assemble, join, press, poke, squeeze, roll, stack, pinch

Revisit/ ongoing throughout the year

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.



**Mark Making/Drawing Skill:** observational drawing - Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.

**Colour:** Recognise and name colours.

**Painting:** Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint.

**Printing:** Know how to print with sponges and rollers, shapes to create a firework picture.

**Materials:** Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

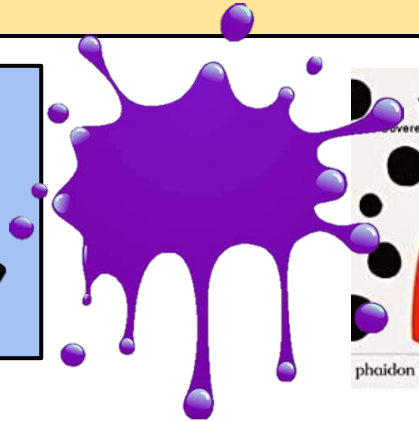
**3D Work:** Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue.

**Cutting Skills:** Know how to use scissors to cut in a straight line.



## **Charanga Songs:**

I'm A Little Teapot  
The Grand Old  
Duke Of York  
Ring O' Roses  
Hickory Dickory Dock  
Not Too Difficult



## Developing curiosity...

- What made you smile today?
- If you could change one thing about today, what would that be?



Big Question:  
Where am I?