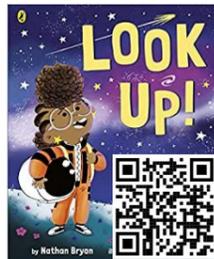
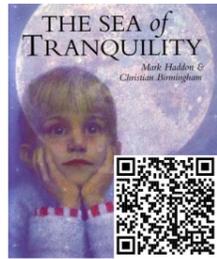


FS2: Knowledge Organiser: Spring 2: Adventure above and under the clouds

Key Books this term:

Possible lines of enquiry: Space, our local world, recycling, Easter.



We're going on an egg hunt
Possible learning experiences:
Learning about Easter / signs of spring
Outdoor numbered egg hunt
Designing repeating patterned egg designs.
Design a parachute to save an egg.

The Sea of Tranquility / Goodnight Spaceman / Look Up

Possible learning experiences:
Immersive moon reading experience.
What is the moon? What is an astronaut?
Viewing footage of Apollo 11 and the first moon walk (comparing tv images to today)
Building and making rockets
Rocket launching (thrust / gravity)
Bottle cap experiment (thrust / gravity)

Rocket launch – this is when a rocket takes off towards space.



Somebody Swallowed Stanley

Possible learning experiences:
Sorting materials – recyclable, biodegradable, non recyclable.
Litter walk of local area using maps to direct.
Writing a litter song / poem and perform.
Independently access the features of a non-fiction book.

Recycling is the process of converting waste materials into new materials and objects.

Can you check your recycling at home? Is it sorted correctly?

Easter


Easter eggs


basket

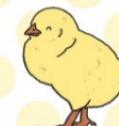

spring
bunny


lambs


hot cross buns


flowers


daffodils


chick


chocolate

Easter



Key Vocabulary:
Astronaut, helmet, spacesuit, boots, belt, back pack, visor.

Tim Peake



Mae Jemison



Tim Peake was the first British Astronaut in Space.
Mae Jemison was the first black woman astronaut in Space.

Gravity – force that pulls objects toward each other. Earth's gravity is what keeps you on the ground and what makes things fall.
Thrust is the force which moves the rocket through the air, and through space.



Scan to visit the National Space Centre in Leicester.

Recycling

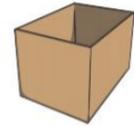

plastic


refuse tip waste


glass


cans


paper


cardboard


compost


environment


bin


landfill

 visit [twinkl.com](https://www.twinkl.com)

Developing our understanding and love of story!

- 1) Retell stories in the correct sequence, draw on language patterns of stories.
- 2) Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why.
- 3) Innovate a well-known story with support.

Physical Development: Gross and Fine motor Skill

Squiggle Wiggle – Gross and fine motor movement.



Diagonal lines

Physical Development – PE Theme: Gym: using equipment / climbing

Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

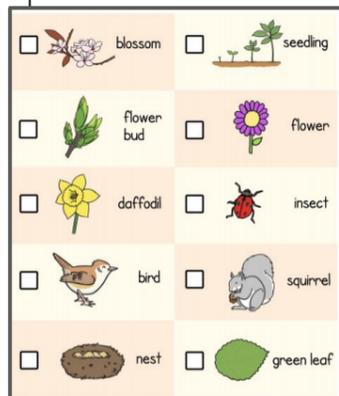
Religious Education

Signs of Spring: What is spring?

Looking for the signs of spring on a spring walk: Going on a spring hunt! Ipad; take photos of the signs of spring using a check-list.

The Easter Story: Who is Jesus?

We will learn about why we celebrate Easter.



Jigsaw: Dreams and goals: Setting a goal!

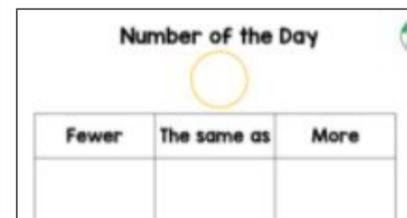
Mental Well being: What does it mean to feel proud?

Everyone's Welcome: Blue Chameleon



Mathematics: Number: Numbers 6, 7 and 8 (making pairs, combining different groups) / Numbers 9 and 10 (Building 9 and 10, Early doubling, Subitising)

Number bond: a number bond is a simple addition sum which has become so familiar that a child can recognise it and complete it almost instantly.



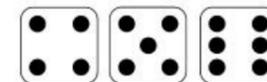
We will look at each number as a 'number of the day'. Then explore through part whole, 10 frames, subitising etc.

Making Pairs: Children build on their matching skills and begin to understand that a pair is two. We will explore arranging small numbers of items into pairs and also notice that some quantities will have and odd one left over with no partner.

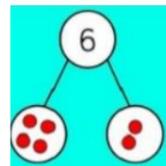
Subising

Subitising is the ability to look at a small number of objects and instantly recognise how many objects there are without needing to count.

Our brains can only easily subitise numbers up to five – this is **perceptual subitising**. Anything above five is **conceptual subitising**.

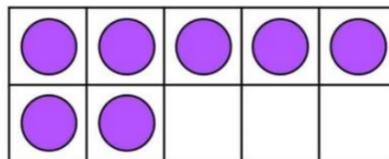


Part whole model



Questions to ask at home: what is the whole?
Q: how many parts do you need to sort it into?
Q: what could the parts be?
Q: are there any other ways you could sort them?

10 Frame



Questions to ask at home: Can you see any number spot patterns? How can you use it to subitise and count the full amount?

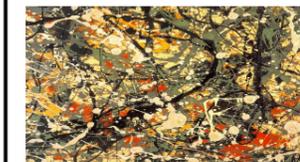
Questions to ask at home: Can you subitise how many? How many more do you need to equal 10?

Expressive Arts and Design:

Painting: Jackson Pollock



He was an **abstract** artist which means he used shapes and colours rather than painting real things



Pollock invented **'paint dripping'**. He used different tools to **drip, pour and splatter** paint onto the canvas from above.

We will be exploring painting using tools to drip, pour and splatter.

Collaborative painting – movement and feeling to music and creating a space backdrop.

Music: Rhythm

Rhythm – Rhythm is what makes music move and flow. Rhythm is made up of sounds and silences.

I can explore rhythm through play and create rhythms and suggest symbols to represent.
I can keep a steady pulse when playing.
I can recognise a different tempo.
I can listen and take turns.

Literacy: Reading

Continue to learn Phase 3 sounds



Oral Segmenting – this is when you split a word up into its individual sounds (c-a-t). We call this 'robot talk'.



Oral blending – this is when you blend the sounds together to say the word (cat). We use a blending arm motion from left to right to help blend the sounds together.

Using our phonics to help us read:

Blend and segment known sounds for reading
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Is it dark at night?

Digraph: two letters that make one sound.

Trigraph: three letters that make one sound.

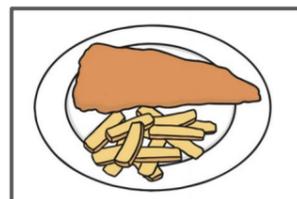


Scan to hear Phase 3 sounds.



Literacy: Writing

Begin to orally compose and write a simple sentence with support



The fish and chips are on the dish.

- 1) Orally compose (say) a phrase /sentence.
- 2) Tap, clap, stomp.
- 3) Count how many words.
- 4) Say first word / robot the word / write the word.

Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.
Spell some irregular common (tricky) words e.g., the, to, no, go independently.

Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

ascenders

b d h k l t

descenders

f j p q y



Can you design and write a card for a friend?
Can you write simple instructions to make your favourite food?
Can you write a daily diary?



Can you practise ascenders and descenders?