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9.9.25

Year R Knowledge Organiser

Dear Parents

Attached is a copy of the reception knowledge organiser for term 1. You will be able to access future knowledge organisers on evidenceme and the school website.

What is a knowledge organiser?

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need to acquire about a unit of work or a curriculum subject. Information is broken down into easily digestible chunks and builds upon prior knowledge learnt and prepares children for subsequent knowledge they will accumulate as they move through each key phase.

What is included in a reception child's knowledge organiser?

- The knowledge organiser is divided into the prime and specific areas of the Early Years Foundation Stage framework and shows key vocabulary with a symbol as a visual cue that the children will be learning and applying this term.
- The key vocabulary is linked to our whole school learning journey question.
- In EYFS we use the children's interests and time of year as the vehicle to explore the learning journey question and learn key facts.

How will I know if my child has learnt what is on the knowledge organiser?

Understanding the vocabulary and using it in different contexts demonstrates that the children have acquired knowledge and can apply it independently.

How can I help my child learn the vocabulary on the knowledge organiser?

In order for the children to fluently retrieve knowledge, key vocabulary must be rehearsed and used frequently.

At home you could;

- Model using key vocabulary when playing with your child.
- Use key vocabulary when engaging in everyday tasks. For example: "Let's join the line at the supermarket".
- Play eye spy with the pictures. For example: I spy a family - can you see it?
- Play simon says to identify different body parts. For example: Simon says, touch your nose.

- Ask questions when you are out and about and see real life examples. For example: How do you know it is Autumn? What have you noticed changing?
- Encourage your child to be the expert and teach you what the words mean.
- Place objects/toys/pictures that represent the words on a table. Ask your child to find the vehicle, find the person who might be hungry.
- Talk about the differences between key vocabulary. For example: What is the difference between a village and a town? Which toy is old/new, how do you know?
- Use positive reinforcement when your child uses a word correctly and in context. For example: Well done for recognising you are thirsty and need a drink.

In school we will be rehearsing, modeling and applying key vocabulary during directed tasks and self initiated play. Key vocabulary is displayed in the environment as a scaffold for the children to use and apply it with independence.

If you have any questions please do not hesitate to ask. Thank you for your support.

Mrs Crane, Miss Wray & Miss Bray