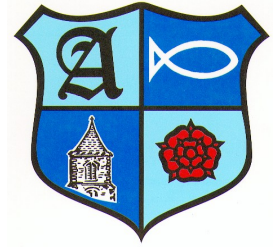


**St. Anne's Catholic Primary School**  
**Reception Knowledge Organiser**



**Desert to Garden**

*"Loving God In All We Do."*

**The 'Desert to Garden' theme is about ...**

**Spring, Lifecycles , Growing Plants, Pets/Animals, Dinosaurs (Mary Anning)**

**Communication & Language**

- \*We will learn new vocabulary.
- \*We will ask questions to find out more and to check what we understand.
- \*We will articulate ideas and thoughts in well-formed sentences.
- \*We will listen to and talk about stories to build familiarity and understanding.
- \*We will retell stories, once we have developed a deep familiarity with the text, some as exact repetition and some in our own words.
- \*We will learn rhymes, poems and songs.

**Personal, Social and Emotional Development**

- \*We will continue to build constructive and respectful relationships.
- \*We will continue to express our feelings and consider the feelings of others.
- \*We will continue to show resilience and perseverance in the face of challenge.
- \*We will continue to identify and moderate our feelings socially and emotionally.

**Expressive Arts & Design**

- \*We will create work and return to and build on our previous learning, refining ideas and developing our ability to represent them.
- \*We will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create dinosaur artwork.
- \*In music we will continue to understand that a piece of music can tell a story with sounds.
- \*We will know that different instruments can sound like a particular character and understand what 'high' and 'low' notes are.

**Physical Development**

**Gymnastics / Striking and Fielding**

- \*We will develop skills and linking actions and sequences of movements
- \*We will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- \*We will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- \*We will develop the overall body strength, co-ordination, balance and agility needed to engage successfully in striking/fielding games.

**Maths**

- \* We will compare length and height and explore time.
- \*We will have a deep understanding, of number to 10, including the composition of each number.
- \*We will continue to subitise (recognise quantities without counting) up to 10.
- \*We will automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10.
- \*We will continue to explore numerical patterns such as double facts and odd and even numbers.
- \* We will begin to learn about 3D shapes.

**Understanding the World**

- \*We will describe what we see, hear and feel whilst outside and understand the effect of changing seasons on the natural world around them.
- \*We will explore and understand the key features of the life cycle of a plant and an animal (chick/frog).
  - \* We will plant seeds and care for growing plants, identifying what it needs to grow.
- \*We will understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.
- \*We will comment on images of familiar situations in the past.
- \* We will compare and contrast characters from stories, including figures from the past (Mary Anning) and explore fossils and Dinosaurs.



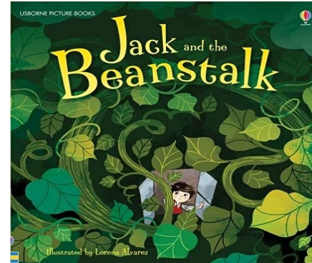
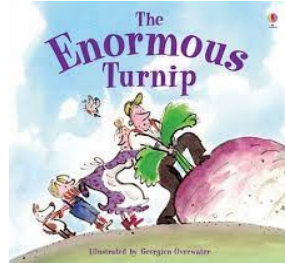
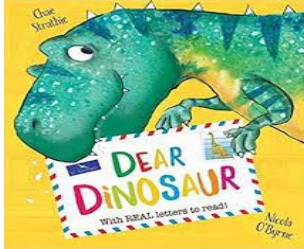
## St. Anne's Catholic Primary School

### Reception Knowledge Organiser

#### 'Desert to Garden



#### Literacy Core Texts:



**Nursery Rhymes/Songs-** 5 Speckled Frogs, chick, chick, chick, chick, chicken, 10 Little Dinosaurs, Dinosaur Dinosaur turn around, Mary Mary Quite Contrary, Here We Go Round the Mulberry Bush, Ring a Ring O'Roses, Dinosaurs.

**Phonics**— We will be continuing to learn our Phase 3 Sounds and recapping Phase 2.

#### Key Vocabulary

- \* Senses-sight, hear, touch, taste, smell.
- \* Temperature—is the measure of the warmth or coldness and if it is suitable to support the growth of a plant.
- \* Sunlight—is what the plants use to turn into food.
- \* Water travels up through the roots, up the stem of the plant and into the leaves.
- \* Seeds and bulbs grow into plants.
- \* Roots—are the part of a plant which attaches it to the ground or to a support.
- \* Soil contains nutrients that the plant needs to grow.
- \* Habitats- The place a plant or animal lives is called a habitat
- \* Classical music- normally refers to the standard music of countries in the western world. It is music that has been composed by musicians who are trained in the art of writing music (composing) and written down in music notation so that other musicians can play it. Classical music may also be described as "art music"
- \* Dynamic - The volume of the music (loud or quiet)
- \* Musical story- Compositions of a narrative or descriptive sort, and they are intended to depict or suggest non-musical incidents, ideas, or images, such as those drawn from literature or legend.
- \* Melody- a series of different tones, or sounds, in a piece of music. The notes are played or sung one after another to make up a song.

#### Ambitious Vocab

- Vibrancy-** being energetic or excited  
**Gleaming-** to shine  
**Immense-** a very large size  
**Fierce** – strong//anger  
**Transform** - Changed in a strange and surprising way.  
**Gigantic/ Enormous** – a very great size.  
**Terrible** – very unpleasant.  
**Extinct-** No longer living.  
**Prehistoric-** Very old, before history.  
**Bellowed-** a deep loud roar

#### Key dates for this half-term

Term dates: Monday 24th February–  
Friday 4th April  
PE Days– Wednesday and Thursday  
Homework—Bug Club and Maths  
Shed—Tuesday  
Lent Mass in school –Monday 10th  
March  
World Book Day– Thursday 6th  
March  
Parents' Evening—Monday 17th  
March and Thursday 20th March

#### Let's try this at home

Visit the farm or zoo and talk about the different animals that you see.  
Can you find out the names of all the young and match them to their animal?  
Talk about the lifecycles of different animals you might see in your garden.  
Visit the museum and look at the dinosaurs fossils.  
Go on a Spring walk– what signs of Spring can you spot?

Practise learning your tricky words.