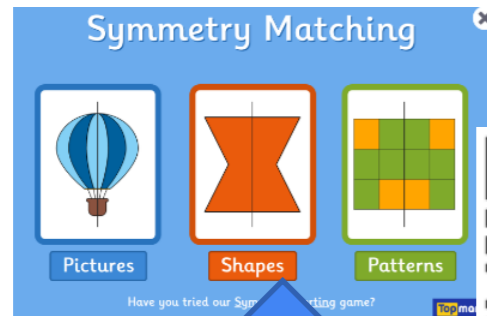
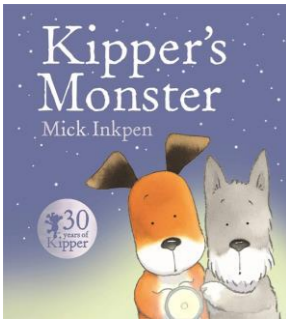
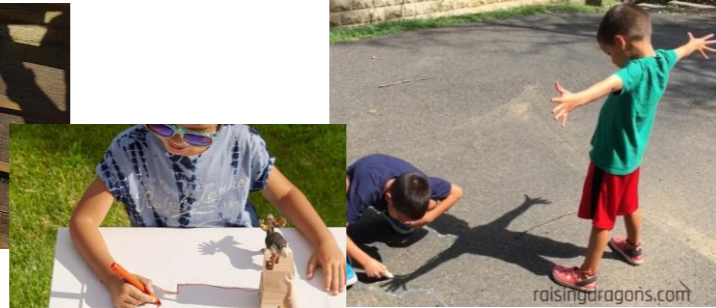


Early Years: Knowledge Organiser: Summer 1: Shadows and Reflections

Key Books:



Go outside on a sunny day and look at shadows. Draw around some of the shadows with chalk. Observe the shadows at different times of the day. Look at how the shape and size of the shadows change.



Scan the QR code to play the Symmetry Matching Game.



Did you know:
Symmetrical means they are a mirror image of each other. Something is symmetrical when it is the same on both sides. A shape has symmetry if a central dividing line (a mirror line) can be drawn on it, to show that both sides of the shape are exactly the same.

Did you know?



A shadow is a dark shape that can be seen on a floor or wall. Shadows are made when an opaque object blocks light.



You cannot see through opaque objects.



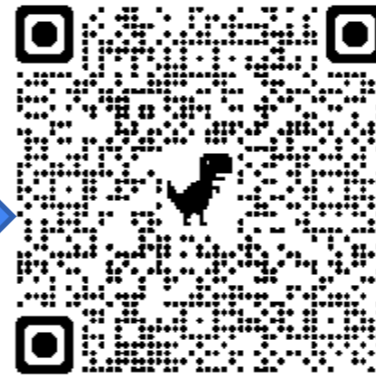
What is a shadow?



Transparent objects are see through.



Reflect means to bounce or throw back. Smooth, shiny surfaces reflect light.



What is a reflection?



You can see your reflection in shiny surfaces.



Echoes happen when sounds reflect off a hard surface.

Key Vocabulary:



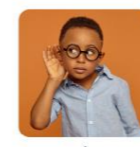
symmetrical



bounce



dark



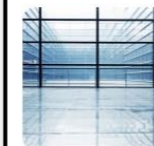
echo



light



mirror



transparent



opaque



reflection



shadow



shiny



smooth

Useful websites

- CBeebies – Friendly shadows
- CBeebies – Sheena's Shadow
- BBC Bitesize – What is light?



Spring



Summer



Autumn



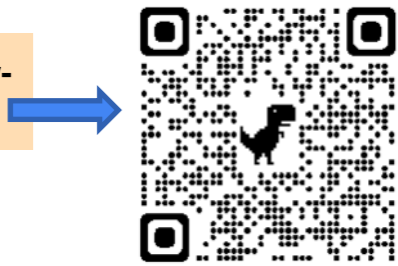
Winter



Physical Development: Gross and Fine motor Skill
Handwriting - Develop the foundations of a handwriting style which is fast, accurate and efficient.

Physical Development - PE: Ball skills and games I can throw underarm, throw an object at a target and catch using two hands. I can bounce and kick a ball and use equipment to control a ball.
 What happens to our bodies when we exercise? We breathe more quickly, our heart beats faster and we get hotter.

Oak National Academy- Numbers within 20.



3D shapes



Jigsaw (PSED): Puzzle 5- Relationships
 Piece 4- I am starting to understand the impact of unkind words.
 Piece 5- I can use Calm Me time to manage my feelings.
 Piece 6- I know how to be a good friend.

Literacy: Reading

Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry)

Digraph: two letters that make one sound.

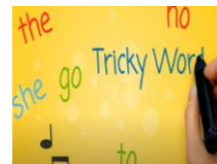
Using our phonics to help us read:

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words, captions and simple sentences. How do we read? **'We look at the letters, make the sounds and blend the sounds together'** OR if it's a **RED** word **'We see the word and say the word.'**

Speed Sounds Set 2



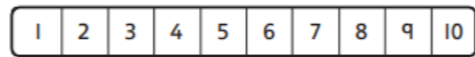
Trigraph: three letters that make one sound.



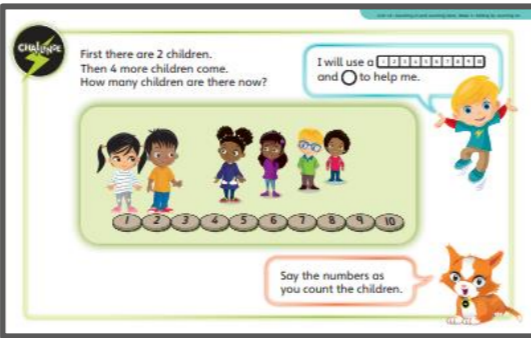
Mathematics: Number: Counting on and counting back

The children will explore addition and subtraction through counting on and counting back. Children will use a number track to practise counting the number of jumps required to move on or back rather than the actual numbers they are landing on.

Number tracks: Number tracks can help children to add and subtract by counting on or back. They provide a visual representation to support children when adding or subtracting.



Counters: Counters can be useful to show the processes of adding and subtracting by placing counters on a number track and moving them the relevant number of jumps.



These are examples of counting on tasks we will be doing.

Can you draw a hop scotch and practising counting on from any number?



Number song 1-20 for children | Counting numbers | The Singing Walrus – YouTube

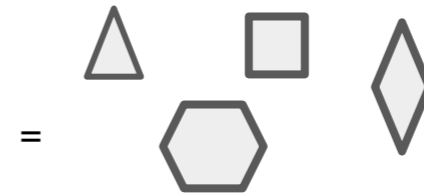


Play 'I count you count'. Begin by pointing to yourself as you start counting. Then point to your child and they continue 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 and so on.

Maths: Shape: the focus is on children recognising that a shape can have other shapes within it. Children will begin by using two shapes to make a new shape. They will build on this composition of shapes skill to attempt building one shape in multiple ways.



This is a picture of a butterfly, it is made up of different shapes. What shapes can you see?



Literacy: Writing

Orally compose and write a simple sentence with a full stop.



The light was bright.

- 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.



Can you go on a hunt around the house or outside and write a list of things that are shiny? Can you write a sentence about what you have found?

Expressive Arts and Design:

Symmetrical Self- Portraits



Music:

We will be learning what an echo is and play call and response games. We will practise clapping and tapping simple repeated rhythms using body percussion and different instruments.



The Greatest Showman Body percussion.- Scan the QR code and make repeated rhythms by copying the pictures.

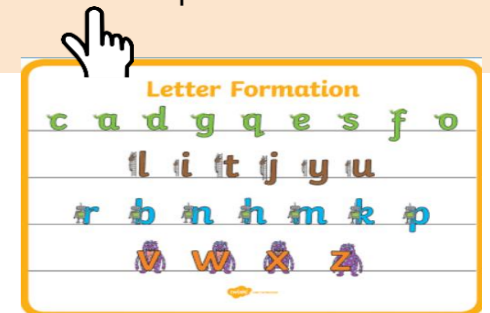


Did you know:

Sound patterns can be made by repeatedly clapping or tapping the same sounds. This is called a rhythm.

Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.

Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.



Can you practice writing the letter families?