

Once upon a time.....

Knowledge Organiser Reception (EYFS)

What should I already know?

Know some classic traditional stories, be able to retell simple stories. Use some story language. Make links between some stories. Talk about characters and settings



Fun Facts: did you know there is a planet called the "Goldilocks planet"? This planet is in another solar system and may very similar to Earth. This is why it's nicknamed Goldilocks - it's neither too hot or too cold. It's just right!



Term Overview

The Little Red Hen Active Story Telling

Learning the story and actions to the Little Red Hen
Story maps
Writing own version of the Little Red Hen—making own story maps
Making Bread

Chapati Moon

A cultural twist on traditional tales . Comparing stories
Developing vocabulary
Making Chapatis

Other Texts for the term

The Gingerbread Man
Stickman
The Christmas Pine

Maths Coverage

Counting, ordinality and cardinality
Comparison
SSM- Length and height longer/ shorter
Pattern

Explore and create simple ABABA

Castles

We will be learning about the past—finding out about Castles
We will also be making Castles
Artists & Makers- Kandinsky- link to chapatti circles-

Celebration Dates for Term 2

Diwali 21st October
Guy Fawkes 5th Nov
Remembrance Day 11th Nov
Anti Bullying week 10-14th Nov
Road Safety Week 16th-22nd Nov
St Andrews Day 30th Nov





Please look at the key vocabulary for this term and use it with your child. Children love discovering new words!

Modern Tale	A tale that is new and hasn't been told and changed over many years
Traditional Tale	A tale that has been retold over many years
Character	A person or animal in a story
Hero/ Heroine	The main character in a story, is usually good and well liked
Villain	The opposite character to the hero, the villain could be mean
Setting	Where the story takes place—Magical Kingdoms, A Cottage, In the woods or in a Castle
Fiction	Stories that describe imaginary people, places and events

Children will be able to...

Listen to and talk about stories to build familiarity and understanding. Re-tell stories in own words, using a range of story vocabulary. Reflect upon story settings, characterisations, story openings, sequencing and plots. Create story maps, innovate and invent new stories. Begin to write short sentences.



All stories have a beginning, middle and end. Each part of the story has an important part to tell the reader

Beginning—Who is in the story, when and where is this happening

Middle—What happens to the characters, what problem do the characters come across

End—What happens at the end of the story? How do the characters solve the problem?