Physical Development and Physical Education

We are learning to:

- Work on developing overall body strength, balance, co-ordination and agility in PE lessons, and continuous provision;
- Change directions;
- Spatial awareness (heights);
- Begin to use different apparatus;
- Work on our pencil grip and control (consolidate the tripod grip);
- Use a range of tools effectively;
- Develop further hand-eye coordination;
- Use scissors to cut lines in a forward motion;
- Make different shapes with playdough;
- Use tweezers effectively.

Personal, Social and Emotional Development

We are learning to:

- Talk with others to solve conflicts (agree, share, together, turns, fair);
- Begin to understand compromise and negotiate;
- Express feelings and consider how others are feeling;
- Begin to set own goals and show perseverance;
- Link book character's emotions to our own;
- Manage our own needs—put belongings away, put coats and shoes on independently, remember to flush and wash hands after toileting;
- Begin conversations about being healthy—talk about exercise and toothbrushing;
- Develop a have-a-go attitude;
- Begin to describe self positively and see self as a valuable individual;
- Begin to build respectful relationships and use social language to develop friendships.

Being Imaginative and Expressive

We are learning to

- Take part in role-play;
- Begin to develop stories using small world equipment;
- Express feelings and move in relation to music - talk about dance;
- Learn, sing and perform 'Nativity' songs;
- Begin to create our own music.

Reception's Knowledge Organiser Autumn 2 2026

Castles, Knights and Dragons



Circle time

We are learning to:

- Listen to each other;
- Value different opinions;
- Peace Mala values;
- Respecting our Rights—Article 28 'The Right to Learn.';
- Recognise British Value—democracy;
- Meet characters from our Dimensions lessons;
- Talk about emotions—using Zone of Regulation;
- Think Equal stories;
- Miss Kay - Winter break/Christmas.

Communication and Language

We are learning to:

- Get to know friends;
- Follow and understand routines;
- Increase attention and listening skills;
- Understand why listening is important;
- Use polite social language (hello, good morning/afternoon, thank you, please, how are you);
- Begin to understand and answer why questions;
- Talk about stories, the events, characters and settings;
- Begin to ask questions connected to the current situation;
- Begin to connect ideas using 'because';
- Begin to retell a familiar story;
- Borden vocabulary.

Key Vocabulary

- Hello, Good morning, Good afternoon, please, thank you, good bye
- Jump, walk, space, balance, kick, aim, forwards, backwards, sideways
- Front cover, back cover, spine, title, story, author, book, character, picture, letter, word, sound;
- Lines—think, thin, wavy, straight;
- Chalk, smudge, light, dark, shape, lines;
- Light dark, day, night, shadow;
- Change , freeze, melt, liquid, solid;
- Castle, moat, drawbridge, wall, hill, window, tower;
- Christian, Jewish, Christmas, Sukkot, Hanukkah, Diwali, Jesus, Remembrance, war;
- Dragon, princess, prince, king, queen, knight, doctor, map, Huzzah, Egads, Prithee, Yonder, methinks, damsel;
- Dance, music, perform, song, instruments, glockenspiels;
- Shape, sides, corners, 2D, (names of shapes).

Understanding the World

In Past and Presence we are learning to:

- Begin to understand the past through stories;
- Begin to talk about similarities and differences of things that happened in the past and from their experiences;
- Begin to find out about King Charles lll.

In People, Cultures and Communities we are learning to:

- Begin to recognise people have different beliefs and celebrate in different ways;
- Know some similarities and differences between different cultures in our community;
- Begin to label the physical features of castles;
- Find out facts about castles.

In Natural World we are learning to:

- Explore changes in states of matter (freezing/melting, solid/liquid);
- Look at changes between day and night, light and dark;
- Understand where light comes from;
- Explore the changes in seasons from Autumn to Winter.

In Religious Education we are learning to:

- Begin to talk about special times which are celebrated;
- Learn about Sukkot;
- Talk about Christmas and why it is a special time of year for Christians;
- Talk about why different religions use light—candles, representations, show the way;
- Find out about the Nativity story and who Jesus is.

Art and Design

We are learning to

- Experiment with chalk;
- Investigate making different lines—think/thin, wavy/straight;
- Create light and dark pictures using chalk;
- Draw lines to enclose spaces;
- Draw settings/props in pictures;
- Combine materials to create simple props;
- Draw people (add more parts to the person).

Reception's Knowledge Organiser Autumn 2 2026

Castles, Knights and Dragons



Maths

We are learning to

- Subitise amounts to 5;
- Identify and name 2D shapes: circle, triangle, square, rectangle;
- Identify one more and one less;
- Identify the composition of numbers to 5 recognising numbers are made from adding smaller parts to make the whole part;
- Reciting numbers forwards and backwards to 10
- Comparing quantities.

Literacy

We are learning to:

- Orally blend and segment words using Fred Talk;
- Recognise the letters shapes and sounds for Set 1 phonics: m, a, s, d, t, I, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x;
- Recognise Red Words—I, to, no, go, the
- Listen to stories with increasing attention;
- Recognise the difference between picture, letters and words;
- Describe characters, settings, and events;
- Recognise parts of a story: beginning, middle, end;
- Begin to retell familiar stories;
- Use phonics sounds to identify and write sounds, using this knowledge to write two-sound (VC) and three-sound (CVC) words;
- Begin to reread what we have written;
- Use phonics sounds to label pictures;
- Match rhyming words;
- Identify words with the same initial sound (alliteration).













