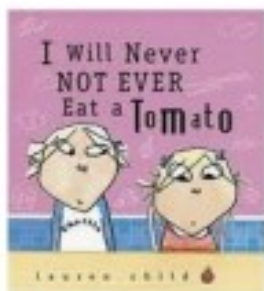


## Literacy Spring Term 2 Reception



Taddington and Priestcliffe Knowledge  
organiser



### Key sentence types

To be able to use past, present and future forms accurately when talking about events that have happened or are to happen in the future .

### Key vocabulary

trick  
presented  
experiment  
healthy  
vegetables  
fruit  
range  
food groups  
fussy

### Overarching theme

Sowing a seed

Looking after and nurturing our own plants. Discovering their life cycle and why we need a variety of nutrients in our diet.

### Literacy focus skills

#### **Reading:**

- Ask questions to find out more and to check they understand what has been said to them.
- use new vocabulary in different contexts
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop storylines in their pretend play.

#### **Writing:**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences
- Use a capital letter and full stop.
- Re-read what is written to check that it makes sense.

### Overview and outcomes

In this 3 week sequence, the children discover that the role-play area has been set up as a greengrocer and then they participate in a fruit and veg tasting session. They think about likes and dislikes and draw and label 3 fruits or vegetables that they like then think about and write down what they will not ever eat. They meet Charlie and his little sister Lola in the story I Will Not Ever Never Eat a Tomato and use What were they Thinking? to write in role as Lola. They then transform the signage in the role-play greengrocers to invented fruit and veg names, just as Charlie does in the story. Finally, the children plan and write their own story about a fussy eater. Phonics and Continuous Provision are based around the book.

### Links to other areas of the curriculum

#### **Being healthy**

- Know and talk about the different factors that support their overall health and wellbeing
- Manage their own needs
- Show resilience in the face of challenge
- Think about the perspectives of others
- Express their feelings and consider the feelings of others
- Identify and moderate their own feelings socially and emotionally