



Collingwood Primary School – Knowledge Builder

Reception 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Connections and Contexts	Me, Myself and I Dig, Dig, Dig	Autumn Adventures "We Are Family" Christmas Traditions	Winter Wonderland Birds in Winter and animals in cold lands. Friends in the Community Chinese New Year	Lost and Found Growing and Changing Easter Story	Green Fingers /Edible growing Beatrix Potter- life as a young girl.	Blast Off! Beachcombers
Texts	Monkey Puzzle Paper Dolls Once There Were Giants The Enormous Turnip (T4W)	Room on the Broom Alfie and Annie Rose Stories 5 Minutes Peace Gruffalos Child Stickman The Christmas Story	Stickman Charlie the Fire Fighter The Little Red Hen (T4W) Chinese New Year Mr Wolf's Pancakes	Freddie and the Fairy Lost and Found The Mole and the Baby Bird The Easter Story	Jack and the Beanstalk (T4W) Mouse finds a seed Handa's Surprise Giraffes Can't Dance	Whatever next Man in the Moon Astro Girl The Troll Sharing a Shell The Big Bag of Worries

Communication and Language	<p>Follow adult cues to listen.</p> <p>Know behaviours for successful listening.</p> <p>Participation in predictable texts.</p> <p>Recall a range of simple nursery rhymes.</p> <p>Ask either/or questions.</p> <p>Participate in adult narration of independent learning.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Secure more complex rhymes</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Ask "Tell me more" to extend responses.</p> <p>Formulate and respond to "Why?" and "How/" questions.</p> <p>Follow two step instructions.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Play with words and "funny" rhymes, including "add your own word" rhymes.</p> <p>Participate in very familiar stories as choric speech between narrator and characters.</p> <p>Add connectives on the end of simple responses to include detail or causative extensions.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Tell entire familiar stories using sequenced illustrations as prompts.</p> <p>Answer open ended or speculative questions.</p> <p>Teach new skills to others verbally and by demonstration.</p> <p>Recall and define specialist vocabulary for the half term</p>	<p>Tell familiar stories with dialogue using small world figures or puppets.or in role play with specific props.</p> <p>Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance.</p> <p>Recall and define specialist vocabulary for the half term</p> <p>Answer open ended or speculative questions.</p> <p>Process three step instructions.</p>	<p>figures or puppets or in role play with open ended props.</p> <p>Process language which includes challenging ad jectives, verbs and positional vocabulary in instructions.</p> <p>Play games where they give instructions to each other.</p> <p>Recall and define specialist vocabulary for the half term</p>
Personal, Social and Emotional Development	<p>Follow classroom routines including self-help with clothing.</p> <p>Follow classroom expectations.</p> <p>Distinguish between healthy food choices and special treats.</p> <p>Define what makes me special</p> <p>Build a vocabulary around feelings.</p>	<p>Follow wider school regimes.</p> <p>Articulate and demonstrate teeth cleaning, handwashing and food preparation.</p> <p>Identify healthy ingredients in healthy snacks.</p> <p>Work in pairs to succeed in a challenge.</p> <p>Perform confidently to an audience in a simple adult structured presentation.</p>	<p>Articulate the rationale for school regimes and expectations.</p> <p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate simple problem solving approaches.</p> <p>Make healthy snacks.</p>	<p>Work in a small group on tasks like turn-taking games.</p> <p>Articulate how to solve simple problems.</p> <p>Choose ingredients suited to a healthy snacks.</p>	<p>Engage in more complex and extended turn taking games</p> <p>Read facial expressions and body language and extending the vocabulary of emotions.</p> <p>Articulating reasons for success or failure in a challenge.</p> <p>Building strategies to make new friends.</p>	<p>Engage in games where different participants have different roles.</p> <p>Build strategies to challenge undesirable behaviour towards others</p>
Physical Development	<p>Stack, align and balance blocks of different shapes and sizes</p> <p>Thread, peg, and sew on cards.</p> <p>Cutting along lines,</p> <p>Hand action songs</p> <p>Participate in hand action songs</p>	<p>Stack, aligning, balancing with magnetic joints</p> <p>Join and separate small construction kit components by clicking and twisting.</p> <p>Dig with trowels and hand forks to create deep holes.</p> <p>Use squashing techniques including rolling pins to achieve desired effects.</p>	<p>Weave, thread and tie</p> <p>Use small hammers accurately</p> <p>Recognise body changes during exercise.</p> <p>Carry and control small equipment</p> <p>Travel across simple obstacle courses.</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.</p> <p>Control small games equipment when</p>	<p>Use woodwork tools to cut and join safely and under supervision.</p> <p>Join with tape and glue.</p> <p>Control large scale gardening tools including watering cans.</p> <p>Use fine mark-making tools to create texture and pattern in clay.</p>	<p>Stack and align irregular and natural objects.</p> <p>Use hand moulding and building techniques with malleable materials.</p> <p>Control large scale gardening tools including watering cans.</p>

	Move safely in a large space, negotiating obstacles Change direction. Stop quickly.	Cut and turn along outlines. Travel in different ways with control and co-ordination. Jump in different ways changing level, travelling.		transporting, collecting and throwing. Travel across more complex obstacle courses including changes of height.	Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Control and steer a ball by hand. Aim, roll, track and collect a ball.	Use fine pincer mark-making clay tools with precision. Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend.
Literacy	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Form recognisable letters correctly. Use marks or some letters for meaning. Write labels.	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and captions.	Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. Read simple phonically regular captions and sentences. Write simple sentences with regular words, including those with digraphs.	Understand cause and effect in books they have heard or read. Predict the endings of books. The most complex nursery rhymes. Word play songs. Write simple sentences with regular words, including those with digraphs.	Predict the development of the plot. Empathise with characters. Make links between texts. Access simple information books. Write short compositions with more than one sentence and full stops.	Name book characters and describe their qualities. Articulate the dilemmas the characters face. Use the structure of rhyming texts to participate in a recall sections of text. Write short compositions with more than one sentence, capital letters and full stops.
Phonics	RWI Set 1 sounds – All single letter sounds (25 phonemes) Oral blending/segmenting RWI word times 1.1-1.5 Assisted blending/segmenting		RWI Set 1 sounds – 35 sounds (4 double consonants) Set 1 Special Friends (Digraphs) 4 double consonants Blend sounds to read words Read short Ditty stories Read Red Storybooks		RWI Set 1 and 2 sounds– 41 sounds (first 6 Set 2 sounds) Read Green or Purple Storybooks Consolidation of GPCs and 'Tricky' exception words Write full name	

	<p>Sound blending books</p> <p>Write first name</p> <p>Write initial sounds and cvc words using Fred fingers</p> <p>'Tricky' exception words –</p> <p>the to l no go</p>	<p>RWI word times – 1.1-1.7 blending/segmenting</p> <p>Beginning to write full name</p> <p>Beginning to write words, captions and simple sentences using finger spaces and full stop</p> <p>'Tricky' exception words –</p> <p>the to l no go he/we/me/be/she</p>	<p>Hold a sentence/Build a sentence – Write simple sentences using finger spaces between words, phonemically plausible spellings and full stop</p> <p>Read common exception words word 'families' –</p> <p>to/do no/go/so he/we/me/be/she was my you her they said are all</p> <p>Spell – the to l no go</p>
Mathematics	<p>Count forwards and backwards within 10</p> <p>Subitising to 3 and 4</p> <p>Count sets of objects or actions, demonstrating the cardinal rule within 5</p> <p>Comparing amounts using fewer than, more than and equal to</p> <p>Composition and decomposition to 5-Introducing part, whole model to represent 5</p> <p>Recognise commonality and make sets to 5.</p> <p>Qualitative comparison of length and height</p> <p>Complete AB visual linear patterns</p> <p>Narrate the pattern of the school day using now, next, after playtime, after lunch, before bedtime, morning, lunchtime, afternoon, evening, bedtime, daytime, night-time</p> <p>Sort by one criterion. Recognise the odd one out in a set.</p> <p>Understanding the number before and counting back from a given number</p> <p>Qualitative comparison of mass and capacity</p>	<p>Count forwards and back within 20. Count beyond 20. Subitising to 5.</p> <p>Comparing amounts using fewer than, less than, more than and equal to</p> <p>qualitatively composition of 5, 6 and 7 partitioning and recombining</p> <p>Recall evens and odds and apply</p> <p>Recall and apply double 1 to double 5.</p> <p>Narrate the pattern of a week using today, tomorrow, yesterday</p> <p>Design with 2D shapes. Make 2D shapes out of other 2D shapes</p> <p>Sort 2D shapes according to properties.</p> <p>Narrate the pattern of a week using the names of the days.</p> <p>Make comparison of length and height using non-standard measures.</p> <p>Designs with 2D shapes –problems and properties.</p>	<p>Count by rote to 50.</p> <p>Counting amounts that can't be seen- sounds</p> <p>Subitising to 10 using ten frames and rekenrek</p> <p>Comparing amounts using fewer than, more than and equal to, comparing in relation to other numbers.</p> <p>Comparing number in relation to where they are</p> <p>Demonstrate understanding of the composition of numbers 6 to 10 by partitioning and recombining on 10s frames</p> <p>Practising recalling number bonds to 10</p> <p>Recall subtraction facts within 5 and apply</p> <p>Design 3D shapes on mirrors. Make 3D shapes out of 3D shapes</p> <p>Narrate the pattern of a week using the names of days, weekend, today, tomorrow, yesterday.</p> <p>Recall and apply doubles and halves within 10</p> <p>Continue and create more complex linear patterns.</p> <p>Continue and create circular and symmetrical designs with 2D and 3D shapes</p> <p>Sort 3D shapes according to properties.</p> <p>Measure mass and capacity using simple non-standard measures.</p>

<p>Understanding the World</p>	<p>Describe changes of state with cement and clay. Name plants and parts of plants in allotment harvest. Discuss and celebrate Harvest Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Know that children were babies in the past. Know that adults were children in the past. Know that adults can remember things from the past. Recycling household waste</p>	<p>Describe changes to trees and woodland plants in autumn. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions The Christmas story Describe and explain changes of state - melting. Name street furniture on a short locality. Name some special buildings in our community and explain their function through role play and small world re-enactment.</p>	<p>Describe changes to trees and woodland plants in winter. Describe and explain changes of state with water Name locality features on a simple route to the bakery. Describe and re-enact traditions from Chinese New Year celebrations. Name some other special buildings in our community and explain their function through role play and small world re-enactment.</p>	<p>Interpret Google Earth street view of the route between school and the local shops. Name features and navigate right and left turns on line. Describe changes to trees, woodland plants and animals in spring. Sequence the life of a baby bird from hatching to maturity. Identify similarities and differences between babies and four year olds. Identify similarities and differences between four year olds and adults. Describe how people grow up and change. Describe the roles of significant adults in the community.</p>	<p>Know and demonstrate how to nurture edible plants. Know and demonstrate how to grow seeds and care for seedlings. Name locality features on the route to the bakery. Draw and label geographical features on the route. Name physical features of a beach environment using secondary sources. Tell the story of the life of Beatrix Potter.</p>	<p>Compare and contrast environments. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Compare physical features using aerial views. Describe differences and similarities between beaches, using photographs. Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish.</p>
<p>Expressive Arts and Design</p>	<p>Stack, align and balance with bricks and blocks on a range of scales. Draw familiar people from memory, with attention to detail. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion.</p>	<p>Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects. Locate and reproduce geometric patterns in the urban environment. Generate short narratives about the environment using small world props. Mark the beat and imitate rhythms with tapping and striking instruments.</p>	<p>Create new colours by layering and overlapping blue, green, and white translucent materials Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Draw familiar landmarks from memory. Retell episodes from a known story in role or small world play.</p>	<p>Make considered choices to create mixed media or relief design in clay. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Retell episodes from a known story with dialogue using small world figures</p>	<p>Make increasingly detailed observational drawings and paintings of natural found objects and living things Know how to join wood and reclaimed materials to make objects with a purpose. Print accurately with paint to achieve an effect and describe design choices. Select reclaimed materials to collage representationally</p>	<p>Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. (Andy Goldsworthy). Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools</p>

	Copy, memorise and perform a repertoire of simple hand action songs. Learn Harvest songs	Perform a small repertoire of short repetitive songs. – including Christmas songs Perform Nativity Know further action songs and story ring games by heart.	Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Dance with large arm movements using props – ribbon and fabric	or puppets Memorise short choreographed dance sequences to accompany songs in pairs or groups. Easter cards and crafts	or with a design idea and explain choices. Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion Call and response songs	to create particular effects. Generate simple oral and enacted narratives with role play props or small world. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Simple sea shanties.
Focus Artist	Paul Klee – geometric shapes/buildings		Henri Matisse – patterns/Christmas wrapping		Andy Goldsworthy – sculptures from natural materials – shells/stones.	
RE Celebrations & Festivals	Harvest	Christmas, Diwali, Remembrance Day The Christmas Story	New Year Chinese New Year St George's Day	Easter The Easter Story	Eid	Holi
Computing	Further explore how to use computers. Naming parts of the computer – keyboard, mouse, screen speakers headphones. Find initial letter on keyboard. Typing skills IWB. basic mouse control	Use a mouse on the computer to click and drag. Explore and navigate purple mash programmes starting with 2paint. Select a programme on purple mash. Closing programmes going back to the purple mash Home Screen. Begin to type names on pictures on 2paint	Find given letters on a keyboard. Type name using the keyboard. Begin to type simple cvc words. Use purple mash to play phonics and maths games consolidating prior knowledge and developing better mouse control.	begin to type cvcc and ccvc words. Log off the computer. iPad skills – taking photos, Record and play short videos, using purposefully	Begin to type captions for paintings. Log onto a computer. Explore and begin to navigate other programmes Be shown how to do a capital letter, space and full stop when typing	Recognise and use the save icon to save own work. Be shown how to print work Navigate online games to practise phonic/maths skills. Online safety Type a caption or sentence using spaces, capitals and full stops.

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