



Nursery

Knowledge Organiser

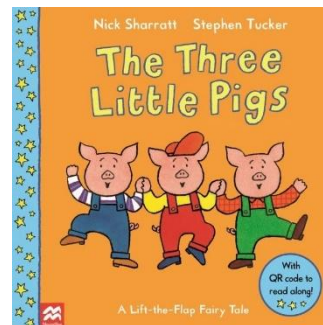
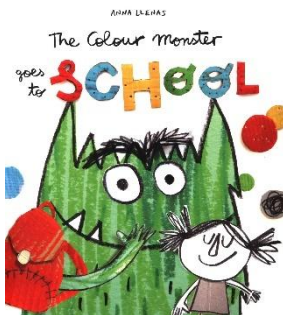
I am Special, I am Me! - Block B - Autumn One

Key Learning

Directed Activities

Literacy and Phonics

Key Texts



Key Songs / Rhymes:

Hey Diddle Diddle, I'm a little teapot, Clap your hands and wiggle your fingers, If you're happy and you know it, A Great Big Cuddle – Rosen (I am angry)

The Colour Monster

Sad

Happy

Loved

Angry

Calm

Scared

Children in Nursery will be learning to:

- I can recognise environmental sounds.
- I can recognise instrumental sounds.
- I can recognise my name.
- I can write some of my name.
- I am beginning to use a comfortable pencil grip.
- I am developing my communication.
- I can use one handed tools and equipment.
- I can talk about my feelings, using the words 'happy' and 'sad'.
- I can engage in conversations about stories, learning new vocabulary.
- I can talk about familiar texts.
- I can understand questions with one part.
- I understand that print has meaning.

Nursery will begin to explore, Supersonic Phonic Friends- Firm Foundations One. During Autumn One we will look at Aspect one and two, recognising environmental and instrumental sounds.

Nursery will have daily opportunities to practice name recognition and name writing. The children will take part in daily gross and fine motor activities.

Nursery will begin the half term completing some all about me activities, concentrating upon using a comfortable pencil grip when drawing.

Our key text this half term is The Colour Monster, our English learning will be centred around this text. The children will draw the Colour Monsters and talk about the different feelings. We will discuss things which make us happy and sad, during circle times. We will then read the Colour Monster goes to School. We will think about how the Colour Monster's school is similar and different to Summerseat. We will discuss what the Colour Monster takes to school and does at school.

Maths

Colour

Sort

Match

Group

Same

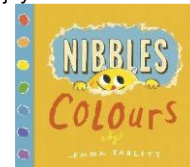
Different

Children in Nursery will be learning to:

- To join in with number and counting rhymes.
- To develop finger awareness and finger control.
- To recognise and name a range of colours.
- To sort objects by colour and other simple features.
- To match objects that are the same.
- To notice similarities and differences between objects.
- To use mathematical language such as *same*, *different*, *sort* and *match*.
- To begin to understand the difference between day and night.
- To group objects into categories.
- To talk about and explain their sorting choices.
- To participate in mathematical discussions during stories and play.

In Nursery, we teach maths using 'Story Time Maths.'

Stories we will enjoy this half term:



This half term, children will develop their early mathematical skills through stories, nursery rhymes, songs and practical activities. We will explore colours, sorting and matching objects, noticing similarities and differences, and learning about day and night. Children will use their fingers to support counting, finger awareness and fine motor development, helping them build strong foundations for future mathematical learning. Through games, stories and hands-on activities, children will learn to describe, compare, sort and organise objects in different ways.

Understanding the World

Classroom	Children in Nursery will be learning to: - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Describe their immediate environment by discussing what they can see. - Continue developing positive attitudes about the differences between people. - With support, I can say some ways to be healthy. - I can point to some parts of my body. - Know we can find out about our own past and those of our family from talking to people. - Know photographs help to capture the past. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	This half term, the children will become familiar with their new classroom environment and the different areas of continuous provision. They will learn the names of key areas within the classroom and begin to describe where things are located. We will introduce simple maps and explore how maps help us find places. Using a classroom map as a guide, the children will create their own maps. As the term progresses, we will explore the outdoor areas of the school, learning the names and purposes of different spaces. The children will use positional language to describe what they can see and where things are. We will also visit other areas of the school, including classrooms, the office and the hall, taking photographs and discussing their uses. Children will look at an aerial photograph of the school and identify key locations. We will finish by reading <i>Starting School</i> and comparing the school in the story with our own school, discussing similarities and differences. This half term, the children will learn about how to keep their bodies healthy. We will explore different healthy habits, including eating fruit and vegetables, drinking water, staying active, getting enough sleep, caring for our teeth and looking after our wellbeing. The children will discuss ways they can stay healthy both at home and at school and take part in activities that promote healthy lifestyles. Throughout the term, children will have opportunities to practise healthy habits, such as brushing their teeth during Brush Bus, making healthy snack choices and taking part in regular physical activity through PE and outdoor play. We will also learn about the human body, identifying and naming different body parts and learning about their purpose.
Hall		
Corridor		
Office		
Grass		
Tree		
Playground		
School		
In front of		
Behind		
Next to		
Route		
Living Things		
Humans		
Animals		
Hair		
Eyes		
Skin		

Expressive Art and Design

Picasso	Children in Nursery will be learning to: - Use a comfortable grip with good control when holding pens and pencils. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Start to explore collage.	This half term, Acorn Class will be exploring the work of the artist Pablo Picasso and creating a range of portraits. We will learn that Picasso was a famous artist who painted portraits in different ways throughout his life. Some of his portraits looked realistic, while others were abstract, with facial features placed in unusual positions. We will begin by creating self-portraits, using mirrors to carefully observe and draw our facial features in the correct places, inspired by Picasso's early work such as <i>Child Holding a Dove</i>. We will then draw a friend or family member, comparing how their features are similar to and different from our own. As the term progresses, we will explore Picasso's abstract style. Children will create a Picasso-inspired collage by cutting and arranging facial features in unexpected ways before designing their own abstract portrait. We will experiment with a range of media and bright colours, developing our cutting, drawing and colouring skills while expressing our creativity.
Portrait		
Drawing		
Colour		

Prime Areas

The Prime Areas underpin all learning in Early Years and are covered consistently.

The following are the particular focus for this half term, but others from the, 'Class Steps in Learning' will also be covered naturally.

Communication and Language	Physical Development	Personal, Social & Emotional Development
Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Start a conversation with an adult or a friend and continue it for many turns.	Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.