



Nursery

Knowledge Organiser

At the Bottom of the Garden - Block B – Summer 1

Vocabulary

Key Learning

Directed Activities

Literacy and Phonics

alliteration	When two or more words that start with the same sound are used repeatedly in a phrase or a sentence e.g. beautiful butterfly, curious caterpillar.	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Use a comfortable grip with good control when holding pens and pencils. Write some or all of their name. 	<p>Read books with rhyme and alliteration, including: 'Mad about Minibeasts – Andreae, fidgety fish, smiley shark Talk about and model the 5 key concepts. Learn the following rhymes by heart: Incy-wincy spider, the old woman who lived in the shoe, Don't cry caterpillar (Nichols)</p> <p>Play Supersonic Phonic Friends games to notice and hear alliteration in words: Digging for treasure, Listening Len goes to the Zoo, Sound box, listening Len's busy day, musical corners, name play. All the games encourage children to sort objects into groups with the same initial sounds.</p> <p>Provide writing opportunities within the role play areas. Mark making opportunities in all areas of the classroom. Use name cards to encourage children to write some or all of their name. Write dance activities. to provide a strong foundation for hand-writing.</p>
segment	Identifying the individual sounds in a word.		
blend	Join together the individual sounds to make words.		
sound	Letters or groups of letters can make a sound. Sounds make up words.		
Key Texts			

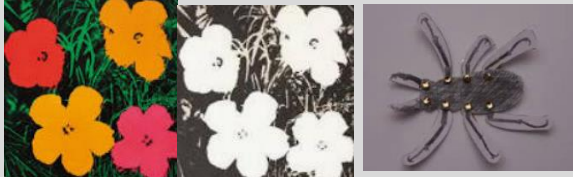
Maths

numeral	A symbol that shows a number.	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Discuss routes and locations, using words like 'in front of' and 'behind' - routes and locations in Copse Corner Make comparisons between objects relating to weight. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. 	<p>Match mini beast amounts to numerals indoors and out within 5. Use mini beast stickers. Make mini beats with different numbers of spots e.g. ladybirds / butterflies. Explore symmetry in these creatures. Hide different minibeasts in the outdoor learning environment. Can we place them in certain positions e.g. behind the log, in front of the leaves, in between the logs? Also, make a tuff spot mini beats world and model moving them into different positions. Ants are so small but so strong! They can carry very heavy weights. Explore different weights using the feel of items but also balance scales indoors and outdoors. Make mini beast repeating patterns using stamps. Explore repeating patterns in the environment. Can we make them with pegboards / multi-link to represent caterpillars?</p>
weight	The heaviness of an object.		
pattern	A repeated design.		
In front	Just ahead or further forward than someone or something else.		
behind	At or the far side of something, often hidden.		

Understanding the World

animal	Animals are living things. Like plants, animals need food and water to live. Unlike plants, animals feed themselves by eating plants or other animals.	Children in Nursery will be learning to: <ul style="list-style-type: none"> Describe / design a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of an animal. Begin to understand the need to respect and care for the natural environment and all living things. RE – Creation/God: Which stories are special to Christians? Story of creation	Children will make plans of the outdoor learning environment and of their journey to school / the journey to the Forest School. They will draw key landmarks and think about what is behind, in front of and next to, walking the routes, then representing it. Children will be identifying and naming plants and animals that we find in our local area. They will explore what plants and animals need to stay alive. The children will identify and name the invertebrates that live in the bottom of the garden. They will observe and draw the invertebrates that they find. Children will explore lifecycles of butterflies, frogs and chickens.
living thing	All living things breathe, eat, grow, move, reproduce and have senses.		
grow	Increase in size.		
change	To become different.		
route	A route is a way for travel or movement.		
creation	The act of making something exist.		

Expressive Art and Design

print	Transfer design to paper.	Children in Nursery will be learning to: <ul style="list-style-type: none"> Use simple painting tools to create prints. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Begin to copy and try a variety of artistic effects. Use split pins Explore how things work. Use one-handed tools and equipment, for example, making snips in paper with scissors. Share their creations with peers and adults. 	Printing Explore the work of Andy Warhol with a focus on his flower prints. Talk about the bright colours and how he was part of the Pop Art movement. Explore how this makes you feel. Contrast with flowers in darker colours. Try to make a happy / sad version. Look at the repeated patterns and recreate this on 2Simple 2Paint a Picture with the pattern tool. Then, create prints onto a grass background using flower shaped sponges. Also, make and print flowers using polystyrene tile blocks and rollers. Mechanisms: Split pin mini beasts Make a variety of split-pin minibeasts practising our skills drawing round a template, cutting out and using split pins. Also, create a pop-up mini beast using a cup and straw.
stamp	Impress a pattern or mark.		
colour	The appearance of something based on how it reflects light.		
pattern	A repeated design.		
split pin	A metal pin made by bending double a wire		
			

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, 'Steps in Learning' will also be covered naturally.

Communication and Language	Physical Development	Personal, Social & Emotional Development
<ul style="list-style-type: none"> Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.

<ul style="list-style-type: none"> • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh <ul style="list-style-type: none"> - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” <p>Directed Activities:</p> <ul style="list-style-type: none"> • Lots of work around sequencing and retelling ‘The Hungry Caterpillar’. • Develop knowledge of mini beast names. • Join in with daily songs and rhymes, recalling those previously taught. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • 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. <p>Directed Activities:</p> <ul style="list-style-type: none"> • Dance (Fri) • Indoor and outdoor mark making in across all areas. • Balance bike and games activities 	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. <p>Directed Activities:</p> <ul style="list-style-type: none"> • Look at feelings monsters from Relax Kids. • Share the ‘Golden Rules’ stories • Continue the Brushing Bus and sequence activities linked to personal hygiene e.g. brushing teeth, handwashing etc.
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