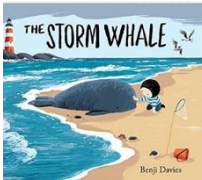
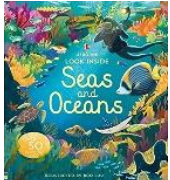

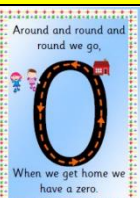

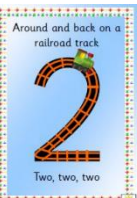
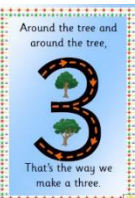






Nursery			Knowledge Organiser	Our Wonderful World and Holidays
Vocabulary			Key Learning	Directed Activities
Literacy and Phonics				
storm	whale	sound	<p>Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Identify the initial sounds of words.</p> <p>Build awareness that words can be broken up into sounds.</p> <p>Choose the correct object when hearing the word broken into single sounds.</p> <p>Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</p> <p>Segment CVC and VC words into their individual sounds.</p> <p>Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p> <p>Use name cards to encourage children to write some or all of their name.</p> <p>Encourage children to write some letters accurately. Encourage children to use the language ‘up, down, round, back etc.) to help them when writing.</p>	<p>The children will read and re-read the key texts. They will retell the stories using small world, role play and sequencing pictures.</p> <p>Rhymes for this half term: <b>A sailor went to sea, sea, sea / when I was one... / 1,2,3,4,5 once I caught a fish alive.</b> (and revisit past and favourite rhymes)</p> <p>Take part in daily phonics with a focus on oral blending and segmenting games including: blending and segmenting ‘I spy’, phonic TV, sounding out items to Segmenting Sam and Blending Ben, cross the river, sound talk. ‘Sound talk’ with adults in activities across the day to develop this skills.</p> <p>Children will be encouraged to write their name in all provision areas when completing activities. There will be a range of mark making materials available indoors and out. Adults will model writing in initial sounds.</p>
shore	sea	segment		
beach	island	blend		
Key Texts				
  				
Maths				
number	count	shape	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Make comparisons between objects relating to capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>The children will have opportunities to use a variety of seaside objects to count and match including: shells, pebbles, buckets and spades. They will have opportunities to count and recognise numerals in the ice cream parlour role play.</p> <p>Children will develop special awareness and try to match shape arrangements. They will explore how shapes can be combined in both 2D and 3D.</p> <p>Indoors and out, they will measure the capacity of objects, filling and emptying and exploring how many small buckets, fit in a larger one etc.</p> <p>They will take part in sports days and order the races. There will be opportunity to practise before hand. They will line up in orders using the language as listed.</p>
order	Think about: 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , first, then, next			
   				
 				
Understanding the World				
			<p>Through the knowledge of their own holiday destinations: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. (Focus on seaside)</p> <p>Know about some animals that live in the ocean: Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see using a wide vocabulary.</p>	<p>The children will be using simple maps of holiday destinations to locate the land and the sea. They will also begin to identify beaches and buildings. The children will draw simple maps of holiday destinations. The children will be looking at similarities and differences between their local environment and the environment of holiday destinations.</p> <p>The children will learn about the animals that lives under the sea and in the ocean. On their Educational Visit to The Blue Planet</p>
ocean	A very large area of sea.			
sea	Salt water that covers large amounts of Earth’s surface.			

holiday	Time off work, sometimes away from home.	<p>Explore collections of materials with similar and/or different properties. 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.</p> <p>RE – Children in Nursery will be learning: Creation/God: Which stories are special to Christians? Story of creation Children will revisit the creation story. They will also share other stories that are important to Christians from the Bible using ‘Jack in the box’ Big Bible Story.</p>	<p>Aquarium the children will use this opportunity to observe the planet and animals first hand. They will think about looking after the seaside and why it is so important to take any rubbish home. They will explore materials thinking about how they change when frozen or heated through making seaside snacks. They will begin to explore the types of materials that they will need for their holiday clothes. They will explore why certain materials won’t be suitable, thinking about their knowledge of the weather. They will also help Noi (form our story) find waterproof clothes.</p> <p>Think about where we have been on holiday and how we travel and what we do. Talk to adults about their holiday experiences when they were younger. Look at pictures, think about the same and different. Share ‘Lucy and Tom’ at the seaside.</p>
old	Having lived for a long term. No longer young.		
photograph	A picture made using a camera.		
creation	The act of making something exist.		
Bible	The Christian special book.		

### Expressive Art and Design

Collage	A piece of art made by sticking different materials onto a backing.	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of tools and techniques, within collage, experimenting with colour, design, texture, form and function.</li> <li>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-Respond to creative and aesthetic experiences, showing pleasure and enjoyment.</li> <li>-Sing a range of well-known nursery rhymes and songs.</li> <li>- Explore and engage in music making, performing solo or in groups.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function.</li> </ul>	<p>We will take inspiration from Rachel Jeffries and her Cornish seascapes. Children will explore rock pools and create observational drawings, looking closely. They will explore the textures of shells, starfish and rocks. They will make a collage inspired by the whale in, ‘The Storm Whale’ and will cut, tear and then glue. We will use different textures in our seaside background with a range of smooth and rough textures available. Finally, we will create a collage using overlapping of tissue paper onto laminate.</p> <p>We will explore aspects of music through Traditional Tales: Enormous Turnip – Pulse and volume Goldilocks – High, medium and low volume and pitch Hare &amp; Tortoise – Fast and Slow Tempo Explore making boat structures and look at properties of materials to make it waterproof.</p>
texture	The feel of something.		
rough	Having an uneven surface – not smooth.		
smooth	Having an even surface – no bumps.		
fast/ faster	Moving at high speed.		
slow / slower	Not quick or fast.		
loud	Lots of noise and volume.		
soft	Quiet or gentle.		

### 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
<p>Enjoy listening to stories and remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use longer sentences of four to six words.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Children will take part in PE twice a week. This half term it will be: Games (Monday) / Dance (Friday)</b></p>	<p>Remember rules without needing an adult to remind them.</p> <p>Develop an appropriate way of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others may be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>

