



# Nursery

# Knowledge Organiser

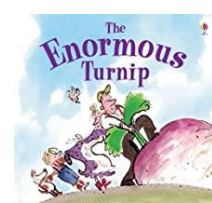
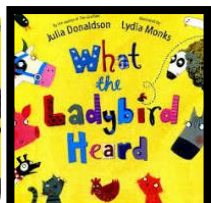
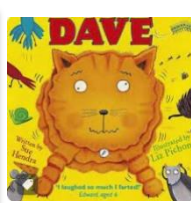
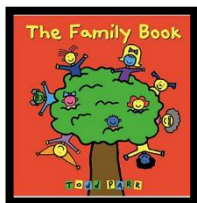
# Families & Farms - Block A – Autumn 1

## Key Learning

## Directed Activities

### Literacy and Phonics

#### Key Texts



#### Key Songs / Rhymes:

Baa baa black sheep, Old MacDonald had a farm, Little Bo Peep, Tommy Thumb, 5 little ducks

#### Family

#### Pet

#### different

#### same

#### Farm

#### Listen

Engage in extended conversations about stories, learning new vocabulary. 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.

Children in Nursery will be learning to:  
Build general sound discrimination through **Environmental Sounds** and **Instrumental Sounds**.

- Notice sounds around them.
- Recognise that different objects make different sounds.
- Start to identify and name sounds.
- Talk about environmental sounds, describing and comparing them.
- Explore instrumental sounds.
- Build awareness of how to use instruments to make sounds.
- Start to identify the sounds of familiar instruments, naming them.

Use a comfortable grip with good control when holding pens and pencils. Start to recognise my name.

Read our key texts often. Learning opportunities will be planned around these texts.

Taking part in regular phonic activities with an adult. Play Supersonic phonic games to tune in to environmental sounds such as: Listening Len has a box, describe it and find it, socks and shakers and enlivening stories. Make large pairs of ears to carefully listen to what you can hear in different areas of the classroom. Use 'The family book' to listen to loud and quiet sounds and 'what the ladybird heard' to tune into different animal sounds. Use the song, 'The animals on the farm' to further support animal sounds. To ensure children can hear instrumental sounds, use new words to old songs and which instrument?

Take part in self-registration, recognising their own name with support and the use of a picture. Help the children look at the physical shape of the letters. Take part in mark making opportunities in all areas of the classroom. Make sure children start to develop an effective pencil grip with mark making tools. Encourage children to find their name card in areas within the classroom and start to mark make their name. Take part in finger gym activities and exercises to strengthen finger muscles and develop their physical skills including, balance, coordination, flexibility and stamina.

### Maths

#### Subitising

#### 1 (one)

#### 2 (two)

#### Match

#### Sort

Children in Nursery will be learning to:

- Explore colour and colour mixing. Make comparisons between objects relating to size.
- Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat
- Develop fast recognition of up to 3 objects, without having to count them individually (Subitising) Say one number for each item in order: 1,2,3,4,5
- Show finger numbers up to 5. Count objects, actions and sounds
- Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals for amounts: for example, showing the right number of objects to match the numeral up to 5.
- Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

To recognise the colours red, blue, yellow, purple, green. To recognise matching buttons, shoes, towers, building blocks and prints. To sort items by colour, size and shapes. To subitise the number 1, practise counting the number one and to match the numeral 1 with the amounts that show 1. To recognise the number 2, to subitise different patterns representing number 2, to subitise different sizes and patterns of the number 2. To count and say one number for each item. To link numeral and amounts that represent the number 2. To match the number 2 to different fonts and images. To identify colour AB patterns. To identify outdoor objects (AB patterns). To identify AB patterns through body movements. To identify ABC patterns and identify what comes next. To identify outside ABC patterns. To match numbers and shapes. To sort objects by shape.

## Understanding the World

<u>Same</u>	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>With support, I can say some ways to be healthy.</li> <li>I can point to some parts of my body.</li> </ul> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>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.</li> </ul> <ul style="list-style-type: none"> <li>Describe their immediate environment by discussing what they can see.</li> <li>Make imaginative and complex 'small worlds' (Summerseat &amp; Farms)</li> <li>Discuss routes and locations.</li> </ul> <ul style="list-style-type: none"> <li>RE – In Religious Education, children will look at how and why Christians celebrate Harvest.</li> </ul>	<p>-Use 'The Family Book' to think about similarities and differences and how all families are different -Recognise and name some parts of our body and explore the 5 senses. –Explore X-rays and how our bodies are made of bones and muscles. Consider a variety of ways to keep healthy, starting with the impact of exercise. -Introduce Brush Bus, this will be used all year to support our oral health. -Linked to Harvest, think about 5-a-day for fruits and vegetables to keep us strong. Use the 5-a-day song and find out about our favourite fruits and vegetables, tasting them and describing them using our senses. – Explore the importance of sleep.</p> <p>-Using 'The Family Book', talk about the people who are in our family. Order the human lifecycle: baby, child, adolescent, adult, elderly. -Ask children to share photographs of family members and put these on a family tree. - Talk about how photographs can help us capture what happened in the past. Look at photographs from personally significant events i.e. their last birthday. Use this to comment about what happened in their own past. -Invite a parent / grandparent in to talk about what life was like when they had a 4<sup>th</sup> birthday – would present choice have changed?</p> <p>-Get used to the layout of the classroom and the organisation of continuous provision. Using a range of objects, can we locate where they should be found in the classroom? - Explore the outdoor spaces: Copse Corner, Playground, Forest School. Again, look at the location of items in the outdoor space and describe what they can see and where things can be found. - Use aerial photographs of the school and locate the key areas: playground, school building, Copse Corner. Housing types. -Look at the green space around Summerseat and notice the local farms. - Locate SMPS on a range of maps. Where is it? Explain it is in Summerseat, Bury which is in England in the UK. - Using, 'What the ladybird heard', explore a map of the farm. Use positional language to describe the location of the robbers in a small world farm scene / map. Make small world farms that represent the story and use positional language.</p>
<u>Different</u>		
Human		
Healthy		
<u>Past</u>		
Photograph		

## Expressive Art and Design

<u>Colour</u>	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>Explore colour and colour mixing. Start to know emotion can be captured in painting and drawing.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks. (Write Dance)</li> <li>Join different materials and explore different textures.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Share their creations with peers and adults.</li> <li>Remember and sing entire songs.</li> </ul>	<p>Look at the artwork of Kandinsky and know that he was a famous artist who used circles, triangles and squares. Look at the colours he used and discuss and create our own group and individual pieces inspired by him. Learn our colours and how to mix powder paints. Work on small and large scales. Start to know colour can make you feel different emotions using the famous quote from Kandinsky. Explore textures and how they feel. Create our own dreamcatchers and practise weaving indoors and out on a small and large scale. Learn nursery rhymes and songs from the 'My stories' Charanga unit.</p>
Red, blue, yellow, green, orange, purple		
Block paint		
Powder paint		
Poster paint		
<u>weaving</u>		



### 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
<ul style="list-style-type: none"> <li>• Start to know songs and rhymes that are taught and be able to talk about familiar books</li> <li>• Start to use newly introduced vocabulary from stories, songs and experiences.</li> <li>• Start a conversation with an adult or a friend.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>