



## Nursery

## Knowledge Organiser

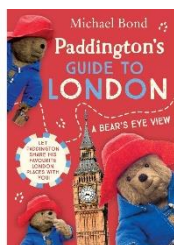
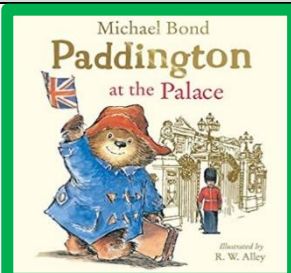
## London's Calling - Block A – Summer One

### Key Learning

### Directed Activities

### Literacy and Phonics

#### Key Texts



#### Key Songs / Rhymes:

Humpty dumpty, Ring a ring a roses, London  
Bridge is falling down, 10 green bottles.

#### London

#### Paddington Bear

#### Alliteration

#### Blending

#### Segmenting

Nursery will be learning to:

- Understand 'why' questions
- Understand the five key concepts about print
- Develop their phonological awareness
- Enjoy listening to longer stories and can remember much of what happens.
- Engage in extended conversations about stories, learning new vocabulary.
- Write some or all of their name.
- Use a comfortable grip with good control when holding pens and pencils.
- Write some letters accurately.

Nursery will continue to take part in activities and games from Supersonic Phonic Friends, Firm Foundations. They will explore all aspects, with a particular focus this half term upon Aspect 5: Alliteration and Aspect 7: Orally Blending and Segmenting.

Nursery will continue to develop a comfortable grip with good control when holding pens and pencils. There will continue to be lots of opportunities to explore name writing.

This half term our topic is London's calling and our key text is Paddington at the Palace. Before we will start reading the story, Nursery will explore the front cover and the blurb. The children will discuss the front cover and the blurb, make observations and make predictions about what the story will be about. The children will draw Paddington at the Palace and describe Paddington. Nursery will think about what Paddington has in his suitcase and draw these. The children will then identify the initial sounds of these objects. Once the children have developed a deep familiarity with the text, they will order pictures and retell the story. To finish the topic, we will turn our attention to Paddington's favourite food marmalade sandwiches. The children will follow instructions to make their own marmalade sandwiches, for a picnic with Paddington. Nursery will then order pictures to create their own instructions on how to make a marmalade sandwich.

Throughout the half term the children will also have lots of opportunities to explore name writing. Each morning the children will practice tracing and writing their names and take part in dough disco. The children will also take part in lots of planned fine and gross motor activities.

### Maths

#### Subitising

#### total

#### Coins

#### Money

#### More than

#### Fewer than

#### 2D

#### 3D

#### position

Children in Nursery will be learning to:

- To develop fast recognition of up to 3 objects, without having to count them individually.
- To recite numbers past 5.
- To say one number for each item in order: 1,2,3,4,5,6,7,8,9,10.
- To know that the last number reached when counting a small set of objects tells you how many there are in total.
- To show finger numbers, up to 10.
- To solve real world mathematical problems with numbers up to 5.
- To know that coins are a type of money.
- To know that you give money to pay for an item.
- To compare quantities using language: 'more than, fewer than'.

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|  | <ul style="list-style-type: none"><li>• To develop fast recognition of up to 3 objects, without having to count them individually.</li><li>• To talk about and explore 2D and 3D shapes (circles, rectangles, triangles, cuboids). Using formal and informal mathematical language: sides, corners, straight, flat and round.</li><li>• To understand the position through words alone.</li><li>• To make comparisons between objects relating to size, length, weight and capacity.</li><li>• To combine shapes to make new ones – an arch, a bigger triangle.</li><li>• To use vocabulary like, sharp corner, pointy, curvy, straight.</li></ul> |
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Nursery will be taking part in Maths carpet sessions, small group activities and 1-1 guided activities.

## Understanding the World

<b>Famous</b>	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>• Show interest in famous people from the past.</li> <li>• Know photographs help to capture the past.</li> <li>• Know some similarities and differences about things in the past and now.</li> </ul>	<p>The children are going to explore a variety of pictures and photographs over time of Buckingham Palace. We will look at how photographs capture the past. The children will comment on photographs of our past learning in Acorn. We will remind ourselves of the people in our family and their roles. Then, look at people we recognise from our local community now or in recent past. Thinking about the roles they play and why they are significant. We will consider who we think is famous or significant. The children will explore a very famous family – the Royal Family. Finding out about two monarchs: Queen Elizabeth II &amp; King Charles III. We will learn about the coronation, describing the event in some detail. We will think about other London jobs. i.e. people Paddington may have met. (parliament and law)</p> <p>The children will explore Paddington's suitcase with a number of objects made from plastic, metal, paper, glass, rock, wood. Identifying what they are made from and match the vocabulary to the item. The children will explore outside and inside identifying objects and what they are made from. We will think about how much Paddington likes food, watching clips of Paddington cooking. We will look at changes they notice in materials and states of matter, we will melt chocolate to make cakes/chocolate covered biscuits. To explore evaporating we will watch Paddington having tea. I will show the children how to make a cup of tea and the process of boiling the kettle. The children will see the air evaporating out of the kettle because it is so hot it is boiling.</p> <p>We will recap what it is like in Summerseat. It is a village. The children will learn that there are villages, towns and cities. London is the capital city of England. We live in England. We will take a sightseeing tour of London with Paddington, looking at key buildings. The children will look at an aerial view of London and compare to Summerseat. Looking at what they notice. We will read books to broaden their vocabulary of London sights. We will look at maps of London and describe locations using positional language.</p>
<b>King</b>		
<b>Queen</b>		
<b>Photograph</b>		
<b>Material</b>		
<b>Plastic</b>		
<b>paper</b>		
<b>glass</b>		
<b>Country</b>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	
<b>Building</b>		
	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings.</li> <li>• Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction).</li> </ul>	

## Expressive Art and Design

<b>Collage</b>	<p>Children in Nursery will be learning to:</p> <ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul>	<p>This half term the children will continue to be inspired by the work of Arcimboldo and use him to explore 2D and 3D faces. We will make a 2D fruity face collage, then an unhealthy version, reminding ourselves of healthy food options. Then, create a 3D fruity face using a range of real fruits and vegetables. The children will experiment with clay for 3D work learning techniques such as rolling, cutting, moulding and carving and what each means. Then, use the skills we have practised to make a Paddington paw print decoration. In play we will explore plasticine and compare to play dough.</p> <p>The children will learn that there are some very famous structures / landmarks in London. We are going to look at three as part of this topic: Buckingham Palace, Big Ben and Houses of Parliament, Tower Bridge. We will look at pictures of each and zoom in, to look at the strong base and foundations and how the bricks aren't directly on top of each other. In indoor and outdoor construction, we will have pictures of each landmark and try to build a strong version using techniques for stability and key features. We will learn that buildings are designed by architects. As a class we will make a London scene using reclaimed materials. We will now look more closely at the landmarks. If we do, there are mechanisms. We will explore if we can add mechanisms to any of our structures, e.g. there is a hinge to allow the Bridge to move up and down.</p>
<b>2D</b>		
<b>3D</b>		
<b>Rolling</b>		
<b>Cutting</b>		
<b>Clay</b>		
<b>Pop-up</b>		
<b>Split pin</b>		
	<ul style="list-style-type: none"> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (outdoors)</li> <li>• Use small construction to investigate working mechanisms.</li> <li>• Use equipment and tools to build, construct and make simple models and constructions.</li> </ul>	

## 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
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</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 talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>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.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>