

# Nursery Knowledge Organiser



## We are Explorers!

In our final half term of the year, we are going to immerse in lots of opportunities linked to the world around us. We will also use the summer as inspiration for some of our learning. This half term will see most of our children beginning their transition to school; we are so proud of their journey and will be on hand to support the next chapter. Our half term value is 'Being Responsible'. We will explore this through how we explore our environment using different resources. We will know that being responsible means it is everyone's job to care for our classroom both inside and out. We will also link this to our learning about the natural world and our impact on it.

### Communication and Language

#### Focus:

- Understand and answer 'how' and 'why' questions with increasing detail
- Use a range of rhymes in our independent learning and link these to different learning opportunities
- Use language from a range of stories and know the meaning of some new vocabulary introduced
- Have confidence to share our own likes and dislikes such as our favourite fruits
- To use language to explain our feelings, how we can manage these and when we may feel different emotions such as during a period of change

#### Vocabulary:

explain, describe, feelings, emotions, like, dislike, favourite, choice

#### At Home:

When supporting your child in their play or when out and about; ask your child their opinion. Model your ideas and allow them to share their preferences. When they are confident in doing this then extend them to reasoning about their choices in response to a 'why' question e.g. "I like the oranges the best **because** they are **juicy**".

### Maths

#### Focus:

- To begin to attempt to represent numbers using marks/ lines as well as doing so on our fingers
- To know when two small groups have the same number of objects
- To use prepositions with increasing accuracy in a range of opportunities
- To use shapes to make more meaningful pictures

#### Vocabulary:

sides, edges, corners, match, same, different, under, near, next to, behind, in front, on top

#### At Home:

When exploring in different environments such as at the park or when going to the shops point out different numbers and shapes. Talk about what the numbers represent such as showing the aisle and how the numbers go in order.

### Physical Development

#### Focus:

- Showing increased control over a balance bike and scooter as well as beginning to explore the larger pedalled equipment
- To show rhythm and movement in response to music
- To climb stairs using alternate feet
- To use fine motor resources to develop the use of our thumb and forefinger to build strength for mark making and early writing
- To begin to hold a pencil between a thumb and two fingers to make controlled marks
- To accurately cut out a defined shape and use this in our own creations

#### Vocabulary:

balance, pedal, push, forward, backwards, climb, pencil grip, cut, snips, follow

#### At Home:

Talk to your child about all of the skills they have such as balancing on their scooter and how strong their body is! Take on their age appropriate independence skills such as going to the toilet, putting on their own socks and shoes and mainly believing in themselves when they are engaging in these activities.

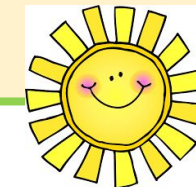
### Classroom vocabulary:

**Transition-** moving from one part of our lives to the next chapter

**Grow-** changing in size

**Confidence-** believe in own abilities including to try new things

**Celebrate-** to remember and acknowledge a significant event or achievement



### Expressive Arts and Design

#### Focus:

- To use movement to express feelings
- To sing in play and make up their own songs as they are exploring by changing the words to a familiar tune as a basis if needed
- Using available resources to retell events or to make up stories
- To draw with increasing detail representing defined features such as faces

#### Vocabulary:

feelings, movement, loud, quiet, fast, slow, retell, props, detail, features, represent

#### At Home:

Listen to different types of music and model to your child how they can move in different ways. Talk about how the music makes them feel and which music they prefer.

Look in the mirror and encourage your child to represent themselves using different materials such as paint or collage materials; name and represent their features with them talking about what makes them special such as their eye colour.

### Understanding the World

#### Focus:

- Learning how to notice changes in our natural world and begin to ask questions to develop our understanding further
- To talk about what we notice in how things work such as rotating a lever to create a movement of a vehicle
- To begin to develop an understanding of growth, decay and changes over time such as the seasons and life cycle of a butterfly
- Explore and talk about different forces they can feel.

#### Vocabulary:

natural, change, why, how, work, grow, decay, new, old, life cycle, continue, season, force, push, pull

#### At Home:

Talk about the changes happening in the environment such as new flowers emerging, the colours changing, the insects and wildlife on display. Perhaps visit the library and find a book about butterflies; explore the life cycle and describe the continuous pattern of the life cycle.

### PSED

#### Focus:

- To talk about what a 'Fabulous Friend' is and show these behaviours consistently in our setting
- Begin to understand we have to wait for our turn in different situations
- To name body parts and know how to keep our bodies safe e.g. healthy eating
- To know we begin life as a baby then a child before becoming an adult; talking about some of the changes e.g. crawling to walking/ nappies to using the toilet
- Begin to talk about and manage the transition into Reception positively through stay and play visits for the children who start school in September
- To celebrate our amazing journey in Nursery

#### Vocabulary:

healthy, respect, change, grow, develop, learn, change, past, timeline

#### At Home:

Using photos from your child's life, talk about how they have changed and developed. Reflect on the amazing journey they have already been on and discuss the skills they have to take forward to next year.

### Literacy

#### Focus stories:

Dinosaur Roar  
Walking through the jungle  
Oi Duck-billed platypus!  
One Night in the Zoo  
Come away from the water, Shirley  
Look what I found at the seaside  
Hello Summer

#### Focus:

- Begin to recognise and say some letter sounds in our names and in the environment
- Retell stories with increasing detail in the correct order
- To share our own ideas about stories and notice details in the pictures

#### Vocabulary:

letter shapes (graphemes), letter sounds (phonemes), retell, order, sequence, beginning, next, then, middle, end, explain, describe

#### At Home:

When sharing stories, practise retelling the events in the correct order using language such as 'next' and 'then'. Ask your child 'how' and 'why' questions- model answers and sentences back to them.