

Nursery Knowledge Organiser: Spring 2: Once Upon A Time...

Key Books this term:

Enquiry question: What is your favourite traditional tale?



The Three Billy Goats Gruff
You Choose Fairytales by Pippa Goodhart
 Key Questions: What happened at the beginning/end of the story? Who went over the bridge first/next/last? What did the troll say as each Billy Goat came over the bridge? What did the Big Billy Goat do to the troll? Do you think this was a good decision? How might the troll feel at the end of the story?
 Key Vocab: traditional tale, fairy story, beginning, middle, end, over, on.

Little Red Riding Hood
Little Red and the Very Hungry Lion by Alex T Smith
 Key Questions: Why do you think the wolf is 'big and bad'? Is it safe for Little Red Riding Hood to take the cake to Grandmothers on her own? Should Little Red Riding Hood have spoken to the wolf in the deep dark woods? What would you have done? How do you think Grandmother felt when the Big Bad Wolf knocked at the door?
 Key Vocab: stranger, (un)safe, feelings, first, next, last.

Goldilocks and The Three Bears
Brown Bear, Brown Bear, What Do You See? By Bill Martin Jr
 Key Questions: Who are the characters in the traditional tale? Why do you think the girl is called Goldilocks? Whose porridge did Goldilocks like best and why? How did the bears feel when they found out that someone was in their home? Where is the story set? How do you know?
 Key Vocab: character, setting, describe.

The Three Little Pigs
Good Little Wolf by Nadia Shireen
 Key Questions: What did each pig make their house from? Why could the wolf not blow down the house of the third Little Pig? How did the wolf get inside the house instead? What did the pigs do to try and stop the wolf? Did their plan work? How did the story end? Who was your favourite character and why?
 Key Vocab: plan, build, materials, good, bad.

My Most Exciting Eid by Zeba Talkhani
Sweet Dates to Eat: A Ramadan and Eid Story by Jonny Zucker
 Key Questions: How does Safa celebrate Eid? What Eid traditions do we learn about in the story? Who does Safa spend time with during the celebrations? What foods are eaten during Eid? What festivals do you celebrate with your family? How do you celebrate them?
 Key Vocab: Ramadan, Eid, festival, celebrate, traditions.

- Possible Experiences:**
- Drawing our own trolls and describing them using adjectives.
 - Investigating the strength of different bridges.
 - Using positional language to describe the location of the Billy Goats Gruff.
 - Retelling our story of the week using actions and body percussion.

- Possible Experiences:**
- Retelling Little Red Riding Hood using small world props/puppets.
 - Exploring balance scales to weigh the items in Little Red Riding Hood's basket.
 - Improving our fine motor skills by weaving paper baskets.
 - Giving directions and creating maps to Grandma's cottage.

- Possible Experiences:**
- Making porridge to investigate changes in materials.
 - Exploring the capacity of the Three Bears porridge bowls (full, empty).
 - Sequencing the story of Goldilocks and The Three Bears using story stones (first, next, last).

- Possible Experiences:**
- Blowing paint with a pipette to create artworks.
 - Investigating the best material for the Little Pig's houses.
 - Comparing the number of building materials each pig has using the words more and fewer.
 - Going on a materials hunt.

- Possible Experiences:**
- Designing a way to protect Humpty Dumpty when he falls off the wall.
 - Recalling traditional tales from this half term.
 - Painting mehndi patterns on hand templates.
 - Creating Easter egg collages.



How to Help at Home

Encourage independence

- Teach your child how to get dressed independently, including putting on their own coat and shoes.

Support communication

- Model and encourage children to answer questions and share their thoughts using full sentences, especially when reading stories. 'I think...because'
- We have been using 'The Zones of Regulation' in school to help verbalise our feelings. Have a look online for more information.
<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

Seasonal Changes

- Encourage your children to spot the signs of Spring. Notice how the days are getting longer, blossom is growing on the trees etc. Q: What shows us it is Spring? What is different about Spring to Winter? What is the weather like? What kind of clothes are people wearing? Which season comes next?

Reading Stories

- Use the QR Codes to explore the key texts for this half term.
- Take a trip to your local library and read different versions of your favourite traditional tales. Can you find any traditional tales from other countries or cultures?

Singing/Rhymes

- Practise singing nursery rhymes at home with your child. Here are some we will cover this half term:
 - London Bridge Is Falling Down
 - The Bear Went Over The Mountain
 - This Little Piggy Went To Market

Personal, Social and Emotional Development



We will be learning to:

- Take part in 'Healthy Me' Jigsaw PSHE lessons, using 'Calm me' time to help with our readiness for learning.
- Know the names for some parts of my body and start to understand that I need to be active to be healthy.
- Know what the word 'healthy' means and that some foods are healthier than others.
- Know how to help myself go to sleep and that sleep is good for me.
- Know it is important to wash my hands before I eat and after I go to the toilet.

Try to go for a Spring walk and discuss the route you are taking or locations of things you see on the way using positional language. Can they draw a map of and describe a familiar journey?



Mathematics:



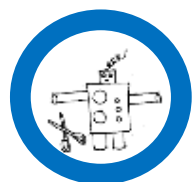
We will be learning to:

- Join in with number stories and rhymes.
- Understand position through words alone for example, "The bag is under the table," with no pointing.
- Discuss routes and locations, using words like 'in front' and 'behind'.
- Make comparisons between objects relating to size, weight and capacity.
- Compare quantities using language: 'more than', 'fewer than'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Have fun building models with your child at home. What shapes can they name? Can they combine them together to make new ones? Can they suggest any ways to solve problems during the building process?

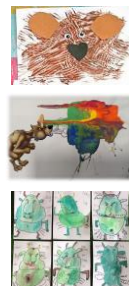


Expressive Arts and Design



We will be learning to:

- Remember and sing entire songs and match the pitch of a tone sung by another person.
- Show different emotions in their drawings – happiness, sadness, fear, etc.
- Sing the melodic shape of familiar songs.
- Play instruments with increasing control to express ideas.
- Explore different materials freely, join different materials and explore different textures.
- Begin to draw with increasing complexity and detail such as representing a face using a circle and including details.



Physical Development

Gross Motor Skills – We will be learning to:

- Join in with our daily Physi Gym and action songs and games to improve co-ordination and control.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Develop our movement during outside play and PE lessons; improving our balance, ability to ride (scooters, trikes and bikes), ability to hold a pose (straight, tuck, star) and our ball skills.
- Match our developing physical skills to tasks and activities in the setting and choose the right resources to carry out our own plans.



Fine Motor Skills – We will be learning to:

- Join in activities designed to develop and strengthen the muscles in our hands.
- Use one-handed tools and equipment e.g. making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent when putting on coats and doing up zips.



Encourage your child to explore what they are capable of doing by taking reasonable risks e.g. climbing trees or using climbing equipment at the park.



Literacy – Writing

We will be learning to:

- Practise drawing zig-zags circles, crosses, horizontal and vertical lines to support with our name writing.
- Continue to practise holding a pencil correctly in a preferred hand when mark-making.
- Begin to write some or all of the letters in our names with increasing accuracy; starting with a capital letter and then using lower case letters.
- Use different mediums to draw and write and to give meaning to the marks we make.



Literacy – Reading

We will be learning to:

- Take care of books by holding them up the correct way, turning the pages in the right direction and following text from left to right and top to bottom.
- Name different parts of a book (cover, page, author, title, illustrator).
- Engage in extended conversations about stories, learning new vocabulary.
- Sequence and retell stories using a story map, picture cards or actions.
- Practise oral blending and segmenting and improve our understanding of different letters and the sounds they make (Phonics Phase 2: p, i, n, m).
- Develop our phonological awareness, so we can spot and suggest rhymes, count syllables in a word and recognise when words start with the same initial sound.



Take time to read with your child daily so that your child develops a love of books and can engage in a conversation about a story. Can they join in with any repeated refrains? Can they spot any examples of alliteration or rhyming words? Can they suggest additional words that begin with the same sound?



Communication and Language

We will be learning to:

- Join in activities that promote listening to others and take turns in conversations.
- Enjoy listening to and discussing familiar books and be able to tell longer stories.
- Use talk to organise ourselves and our play or during role-play scenarios.
- Understand a question or instruction that has two parts.
- Use longer sentences of four to six words and a wider range of vocabulary.
- Understand 'why' questions.
- Expand our repertoire of songs through our 'Rhyme of the Week' and during Song Bag.



Understanding the World

We will be learning to:

- Explore collections of materials with similar and/or different properties.
- Talk about the differences between materials and changes we notice.
- Participate in activities relating to special events and celebrations such as World Book Day, Eid al-Fitr and Easter.
- Continue to observe seasonal changes and the weather.
- Show interest in different occupations whilst reading traditional tales.



Give opportunities for your child to mark make at home and to develop their early writing. Support them to practice writing the letters in their name, ensuring that a capital letter is used at the start, followed by lowercase letters.



My Teachers



Mrs Woolmer
-Green



Mrs Milton



Mrs Clements