

Nursery Knowledge Organiser: Summer 2: Commotion in the Ocean

Key Books this term:

Enquiry question: How can I help care for sea creatures?



I Will Swim Next Time by Emily Joof
Meet the Oceans by Caryl Hart
Sharing A Shell by Julia Donaldson
 Key Questions: How does the girl feel when she first sees the sea? Can you think of time when you have felt scared or unsure? What did someone do to help you feel better? How many oceans are there? What creatures live in our world's oceans? How can people explore life under the sea?
 Key Vocab: seaside, sea, ocean, waves, under, below, creatures, fish, shell, crab, shark, jellyfish, whale, diver, submarine.

Somebody Swallowed Stanley by Sarah Roberts
Fish by Brendan Kearney
 Key Questions: What do you think pollution might mean? How do you think rubbish gets into our oceans? How can we help to keep our oceans clean? What impact does plastic waste have on animals? How can we stop plastic hurting animals? Why is it important not to drop rubbish at the beach? What does recycle mean? What can we do to reduce the amount of plastic we use?
 Key Vocab: pollution, rubbish, plastic, recycle, reduce, reuse.

Who Sank The Boat? By Pamela Allen
Brilliant Boats by Tony Mitton & Ant Parker
 Key Questions: What do you call it when a boat stays on top of the water? What does an object do if it doesn't float? Why might a boat sink? What happens if water rises higher than the sides of a boat? What happens to the boat as the animals get in? How can we balance the boat/stop it tilting? What happens to the water level towards the end of the story?
 Key Vocab: float, sink, heavy, light, balanced, tilting, high, low.

The Best Pirate by Sue Mongredien
The Treasure of Pirate Frank by Mal Peet & Elspeth Graham
 Key Questions: What is a pirate? Would you like to be a pirate? Which job would you most and least like to do on a pirate ship and why? What do you think the pirates use maps for? What do pirates use to navigate/help them find their way?
 Key Vocab: pirate, direction, navigate, treasure, adventure, decks, portholes, sails, rigging, telescope, compass, map.

The Friendship Bench by Wendy Meddour
Giraffes Can't Dance
 Key Questions: How might it feel to start a new school or a new class? How does the friendship bench help Tilly find a new friend? How could you make new friends in Reception? What have you done/achieved in Nursery you are proud of? Can you think of a target/goal you would like to accomplish in Reception?
 Key Vocab: transition, change, feelings, achievement, goal, target.

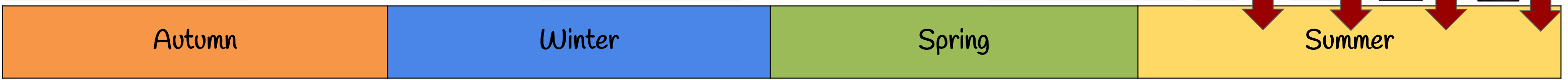
- Possible Experiences:**
- Role-playing a day at the seaside, buying ice creams from an ice cream van, relaxing in deckchairs and making sandcastles.
 - Improving our fine motor skills by pegging claws onto crabs.
 - Learning about sharing and making equal groups with the 'Sharing Shark'.
 - Discovering information about different sea creatures.

- Possible Experiences:**
- Making jellyfish out of waste plastic to highlight the problem of plastic pollution in our oceans.
 - Using the song '1, 2, 3, 4, 5, Once I Caught A Fish Alive', to practice ordering numbers and exploring the 'one more than/one less than' relationship between consecutive numbers.
 - Writing and recording a whole class sea poem using the 5 senses to describe life under the sea.

- Possible Experiences:**
- Exploring and talking about different forces and how different materials sink or float.
 - Designing and making boats to discover which materials will make the best boat.
 - Retelling the story of 'Who Sank The Boat?' using props and sequencing cards.

- Possible Experiences:**
- Investigating the tools pirates use on their adventures for navigation.
 - Practicing identifying the initial sounds in pirate related words (anchor, gold, telescope, sand, map, parrot).
 - Creating pirate maps and using positional language to describe their journey to the treasure.

- Possible Experiences:**
- Exploring emotions the children may be feeling surrounding their transition to Reception.
 - Reflecting on their achievements in Nursery.
 - Setting goals/targets the children would like to accomplish in Reception.



How to Help at Home

Prepare for Transition

- Discuss the transition into Reception with your child. Be positive about what to expect and emphasise what will be exciting.

Support Communication

- Children may have difficulty with tenses e.g. saying, 'I swam'. Instead of correcting them, recast what your child has said. For example: "How lovely that you swam in the sea on holiday".
- Use 'The Zones of Regulation' to help your child verbalise their feelings: <https://zonesofregulation.com/how-it-works/>

Observe Seasonal Changes

- Encourage your child to get outside and spot the signs of Summer. Notice how the trees are in full leaf, baby birds are learning to fly, summer flowers are blooming, and grasshoppers are chirping. Q: What shows us it is Summer? What is different about Summer to Spring? What is the weather like? What clothes are people wearing? Which season is next?

Read Stories

- Use the QR Codes to explore the key texts for this half term.
- Take a trip to your local library to read non-fiction texts and discover more about the oceans and sea life.
- Engage your child in conversations about stories and encourage them to retell them in their own words.

Sing Rhymes

- Practise singing nursery rhymes at home. Here are some we will cover this half term:
 - A sailor went to sea, sea, sea
 - 1, 2, 3, 4, 5, once I caught a fish alive
 - Row, row, row your boat
 - I'm a pirate

Personal, Social and Emotional Development



We will be learning to:

- Take part in 'Changing Me' Jigsaw PSHE lessons, using 'Calm me' time to help with our readiness for learning and to manage our feelings.
- Name parts of our bodies.
- Learn things we can do and foods we can eat to be healthy.
- Understand that we all grow and change. We all start as babies, next grow into children and then adults.
- Share our emotions about how we feel about moving up to Reception or going to a new school.
- Reflect on what we have achieved, and we are proud of from our time in Nursery.

Take a trip to the National Maritime Museum or the SEA LIFE London Aquarium to find out more about navigation at sea or marine animals and fish.



Mathematics:

We will be learning to:

- Join in with number stories and rhymes.
- Recognise that that numbers are made up (composed) of smaller numbers.
- Compare quantities using language: 'more than', 'fewer than', same.
- Recognise and make equal groups.
- Sequence numbers and understand the 'one more than/one less than' relationship between consecutive numbers.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Understand position through words alone.
- Discuss routes and locations, using words like 'in front of' and 'behind'.



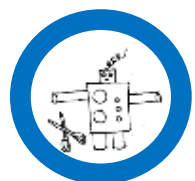
Have fun using positional language in a game of 'I Spy' (e.g. I spy something next to the table) or creating a map of your journey to school, drawing what you see on the way. Can you describe your route clearly?



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.
- Sing the melodic shape of familiar songs.
- Play instruments with increasing control to express ideas.
- Draw from observation, with increasing complexity and detail.
- Use drawing to represent ideas like movement, loud noises or emotions.
- Explore colour and colour mixing.
- Join different materials and explore different textures.



Physical Development

Gross Motor Skills – We will be learning to:

- Join in with daily Physi Gym, action songs and games to improve co-ordination and control.
- Increasingly be able to use and remember sequences and patterns of movements related to music and rhythm.
- Develop our movement during outside play and PE; improving our balance and our fundamental skills (running, jumping, coordination, throwing, catching and kicking).
- Prepare for Sports Day, concentrating on showcasing our physical capabilities, teamwork skills, communication, and respect for our competitors.
- Match our developing physical skills to tasks and activities in the setting and choose the right resources to carry out our own plans.
- Start taking part in some group activities which they make up for themselves.



Fine Motor Skills – We will be learning to:

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



Encourage your child to practice their ball skills with you. How far can they throw or kick a ball? Can they track a ball and catch it when thrown to them?



Literacy – Writing

We will be learning to:

- Use different mediums to draw and write and to give meaning to the marks we make.
- Continue 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.
- Apply our print and letter knowledge during Play and Learn, for example, writing a shopping list that starts at the top of the page or labelling a drawing with and 'm' for mummy.



Literacy – Reading

We will be learning to:

- Understand that print has different purposes e.g. a sign for a particular shop or menu for choosing what you want to eat.
- Name different parts of a book (cover, page, author, title, illustrator).
- Engage in extended conversations about stories and non-fiction topic specific texts, 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: e, u, r, h, b, f, l).
- 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 and engage them in a conversation about the story. Can they join in with repeated refrains? Can they retell the story in their own words? Can they tell their own story with the same structure?



Communication and Language

We will be learning to:

- Join in activities that promote listening to others and turn-taking in conversations.
- Use talk to organise ourselves and our play or during role-play scenarios.
- Express a point of view when we disagree with an adult or a friend, using our words.
- Understand a question or instruction with two parts.
- Use longer sentences (four to six words) and a wider range of vocabulary.
- Understand and respond to 'why' questions.
- Recall and retell familiar longer stories.
- Expand our repertoire of songs through our 'Rhyme of the Week' and music lessons.



Understanding the World

We will be learning to:

- Participate in activities relating to special events and celebrations such as Empathy Day and Father's Day.
- Continue to observe seasonal changes and the weather.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore collections of materials, talk about the differences between materials and changes they notice.
- Explore and talk about different forces they can feel.



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