

# Nursery Knowledge Organiser: Summer 1: Come Outside!

## Key Books this term:

Enquiry question: What do living things need to help them grow?



**Sam Plants a Sunflower by Kate Petty**  
**10 Things I Can Do to Help My World by Melanie Walsh**  
 Key Questions: What do we need to plant a seed? What should you do first when planting a seed? Why do you think we need to water seeds? What do plants need to grow? How can we help our world? What can we do at home or at school to make the world be cleaner, healthier, or safer? How does planting seeds make a difference to our world?  
 Key Vocab: plant, seed, soil, sunflower, water, sunlight.

**Jasper's Beanstalk by Nick Butterworth**  
**Ten Seeds by Ruth Brown**  
 Key Questions: What do you think Jasper's tools are for? What might Jasper's bean grow into? On what day did Jasper plant the bean? What is the first day of the week? What comes next? Where do seeds come from? If you plant ten seeds, what do you get? What helps plants to grow? What might stop a plant from growing?  
 Key Vocab: bean, beanstalk, tall, short, sequence, order, days of the week.

**Little Snail's Book of Bugs by Yoval Zommer**  
**Yucky Worms by Vivian French**  
 Key Questions: What are minibeasts? Why are minibeasts important? What minibeasts might you find in your garden? What are the similarities and differences between our bodies and the body of a minibeast? How do minibeast help in our gardens? What is a wormery? What happens to our food waste?  
 Key Vocab: bug, insect, minibeast, legs, wings, antennae, same, different.

**The Very Hungry Caterpillar by Eric Carle**  
**Oliver's Fruit Salad by Vivian French**  
 Key Questions: How does a caterpillar grow? What does a caterpillar turn into? What is a chrysalis? What fruits does The Very Hungry Caterpillar eat? What kinds of fruit grew in Grandpa's garden? What is your favourite fruit? Why is it important to eat fruit and vegetables?  
 Key Vocab: first, next, then, egg, caterpillar, cocoon, butterfly, chrysalis.

**The Odd Egg by Emily Gravett**  
**First The Egg by Laura Vaccaro Seeger**  
 Key Questions: What do you think could be inside the odd egg? Why is it odd? Why does the egg start to crack? Which animals lay eggs? Which creatures do not hatch from an egg? What is a lifecycle? Can you put the life stages of a chicken in the correct order?  
 Key Vocab: egg, chicken, chick, bird, crocodile, animal, creature, crack, hatch, eggshell, first, then, cause, effect, lifecycle, order.

- Possible Experiences:**
- Drawing flowers from observation.
  - Planting seeds and caring for plants as they grow.
  - Exploring measure and comparing the height of different sunflowers.
  - Role-playing visiting a garden centre to buy plants and equipment.

- Possible Experiences:**
- Sequencing the days of the week and the events of the story 'Jasper's Beanstalk'.
  - Improving our fine motor skills by threading leaves onto a pipe cleaner beanstalk.
  - Investigating different fruits to explore where seeds come from.
  - Discovering what helps a plant to grow and what might hinder it from growing.
  - Making fruit kebabs to reinforce our knowledge of repeating patterns.

- Possible Experiences:**
- Creating paper collages of our favourite minibeast in the style of the illustrator Eric Carle.
  - Finding out why food decays and investigating the part worms play in breaking down plant matter.
  - Going on a minibeast hunt in the school grounds to learn about their habitats.

- Possible Experiences:**
- Learning about healthy and unhealthy foods.
  - Keeping a caterpillar diary to observe the changes over the lifecycle of a butterfly.
  - Creating butterfly symmetry paintings.
  - Writing our own minibeast stories using the structure of 'The Very Hungry Caterpillar'.

- Possible Experiences:**
- Learning about the life cycle of a chicken.
  - Exploring which animals hatch from eggs and which do not.
  - Exploring measure by comparing the length of different animals' bodies.
  - Partaking in a local Spring walk.



## How to Help at Home

**Encourage independence**

- Help build your child's independence by encouraging them to put on their own coat and shoes, serve themselves food at mealtimes, get themselves a drink or tidy up their toys after playing with them.

**Support communication**

- Children may have difficulty with tenses e.g. saying, 'I swammed'. 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/>

**Seasonal Changes**

- Encourage your children to get outside and spot the signs of Spring. Notice how the days are getting longer, blossom is growing on the trees, animals being born. Q: What shows us it is Spring? What is different about Spring to Winter? What is the weather like? What 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 some non-fiction texts to discover more about nature and the environment.

**Singing/Rhymes**

- Practise singing nursery rhymes at home. Here are some we will cover this half term:
  - I'm a Little Seed, Small and Round
  - There's a Worm at the Bottom of My Garden
  - There's a Tiny Caterpillar On A Leaf
  - Lay A Little Egg For Me

## Personal, Social and Emotional Development



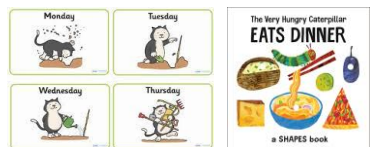
### We will be learning to:

- Take part in 'Relationships' Jigsaw PSHE lessons, using 'Calm me' time to help with our readiness for learning and to manage our feelings.
- Talk about our immediate family and share family memories.
- Recognise and show what makes a good friend.
- Identify when our peers might feel lonely and help them feel part of a group.
- Know what to say and do if somebody is unkind to us.
- Talk with others to solve conflicts.
- Work together as a team and enjoy being with our friends.

Take a free trip to Tring Natural History Museum – there are some amazing insects to have a look at! Or build a bug hotel in your garden and see which minibeasts come to visit!



## Mathematics:



### We will be learning to:

- Join in with number stories and rhymes.
- Talk about and identify the patterns, for example, stripes on clothes or designs on rugs and wallpaper.
- Extend and create ABAB patterns.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Make comparisons between objects relating to size, length and height.
- Talk about and explore 2D and 3D shapes (for example squares, rectangles, circles, cones, cuboids, cubes, cylinders) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

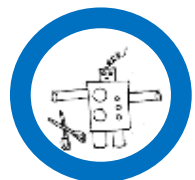
Have fun comparing the height of people in your family or of a selection of cuddly toys. Experiment with different units of measure e.g. pens, spoons, Duplo bricks. How many pens tall are you? Who is the tallest? Who is shortest? Can you line up in height order?



## 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, creating closed shapes with continuous lines and beginning to use these shapes to represent objects.
- Begin to draw with increasing complexity and detail.
- 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, ability to ride scooters, trikes and bikes, and our fundamental skills (running, jumping, coordination, throwing, catching and kicking).
- 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 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:

- 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: d, g, o, c, k).
- 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 Eid al-Adha and Earth Day.
- Continue to observe seasonal changes and the weather.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.



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