


Nursery Knowledge Organiser

Spring 1 2023

<p><u>What are we learning?</u></p> <p>Seasonal changes.</p> <p>Winter.</p> <p>Arctic animals.</p> <p>Chinese New Year.</p>	<p><u>Key books</u></p> <p>Lost and Found Brr A book of Winter. Harry and the Snow King. Bedtime Little Bear. Snow bears. Elmer in the Snow. One Snowy Night.</p> 	<p><u>Vocabulary</u></p> <p>Winter, Season.</p> <p>Snow, snowman, cold, Ice, frozen, melt and water.</p> <p>Polar bear, arctic fox, snowy owl, walrus and penguin.</p> <p>Gloves, mittens, hat, scarf, boots, coat, jumper and socks.</p> <p>Bare trees and birds.</p> <p>Chinese, noodles, chop sticks and prawn crackers.</p>
<p>PSED</p> <ul style="list-style-type: none"> • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ • Understand gradually how others might be feeling • Build relationships and understand the importance of listening to adults and their peers. • Remember rules without needing an adult to remind them. • Be increasingly independent in meeting their own care needs. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Talk with others to solve conflicts. 		<p>Maths</p> <ul style="list-style-type: none"> • Count to 6 • Compare quantities using language: ‘more than’, ‘fewer than’ • Formation of numbers to 6 • Experiment with their own symbols and marks as well as numerals. • Encourage children to show a number of fingers ‘all at once’, without counting. • Subitising with numbers to 6 • Link numerals and amounts: • Understand position through words alone eg behind, under • Make comparisons between objects relating to size, length, weight and capacity eg taller, shorter ,empty, full

<div>CLL</div> <ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Engaging in story times and answering questions from a story.• Use a wider range of vocabulary.• Understand a question or instruction that has two parts.• Sing a large repertoire of songs.• Model to the children longer sentences of four to six words• Use talk to organise themselves and their play.		<div>UW</div> <ul style="list-style-type: none">• Explore the natural world around them.• To recognise different types of arctic animals.• To recognise the homes of different arctic animals• Talk about what they see, using a wide vocabulary.• Share non-fiction texts about contrasting environments.• Use all their senses in hands-on exploration of natural materials.• Explore freezing and melting water• To observe and record what they see in the natural world.• Discuss how animals stay warm in winter.• Begin to understand the need to respect and care for the natural environment and all living things.• Make bird food.• Match arctic animals to their babies
<div>PD</div> <ul style="list-style-type: none">• PE/dance/ multi skills. Develop running, walking, hopping, crawling and rolling. Different ways of moving to music.• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.• Develop core strength and stability needed for fine motor skills.• Develop and refine fine motor skills and hand eye coordination needed for writing with activities in class – threading, making junk models and using malleable materials.• Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.• Use one handed tools and equipment		
<div>Literacy.</div> <ul style="list-style-type: none">• Understand the key concepts about print. Print has meaning. We read English text from left to right and from top to bottom. The names of the different parts of a book.• To recognise their own name• To begin to mark make/write their own name		<div>EAD</div> <ul style="list-style-type: none">• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Explore different materials freely, to develop their ideas about how to use them and what to make.

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Learning to sing along with action songs and playing instruments.
- Listening to and responding to different styles of music.
- Make a split pin penguin.

How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

Personal Social & Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings e.g. what fruit shall we buy? How does that story make you feel? What did you like best?
- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up.
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome e.g. would you like this or that story before you go to bed?
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books..
- Play with them, commenting on what you are doing.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.

Please speak to us if you have any concerns about your child's language development.



Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping, skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.



<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> ● Count everything with your child, from ducks on the pond to stairs up to bed. ● Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., ‘Five Little Monkeys’, ‘Ten in the Bed’. ● Play counting-based games such as dominoes, ludo, snakes and ladders or number snap. ● Play ‘spot the number’—focus on the numerals 0 to 9, and challenge your child to find them everywhere—on front doors, clocks, car registrations, birthday cards and more. ● Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring. 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> ● Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print. ● Visit the library to encourage and develop your child’s interest and excitement in books and stories. ● Talk to them about the world around them and enjoy rhymes, poems and songs together. ● Support your child’s developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.
<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> ● Draw your child’s attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year. ● Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities. ● Read and talk about information books based on their interests. ● Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community. Ask questions such as, ‘what would you like to do when you grow up?’ 	<p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Encourage them to draw, make pictures and models of what they are interested in, see or experience. ● Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy. ● Keep a ‘busy box’ with things like string, tape, wrapping paper scraps, lolly sticks, stickers and straws that your child can use to make whatever they want. Ask them to talk about their creations. ● Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes. At story time, encourage your child to act out roles from a story with movements or sounds. ● Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like ‘Incy wincy spider’, ‘Heads and shoulders’, ‘Five little monkeys’ and ‘Jack and Jill’.