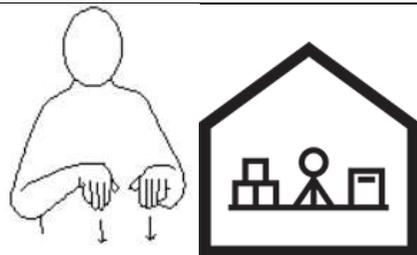


## Knowledge Organiser – Nursery Summer 2

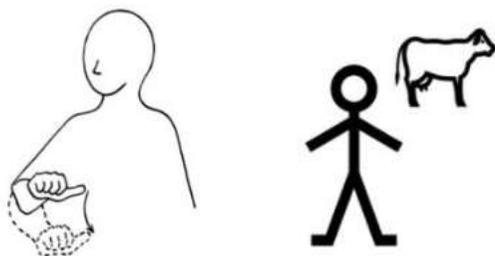
### Theme- 'People Who help Us'

Prior Knowledge	Key Vocabulary	
<ul style="list-style-type: none"> <li>Children will already be familiar with our Nursery and the teachers.</li> <li>Children will know the names of different settings from our previous learning.</li> <li>Children will already know the names of some modes of transports.</li> <li>Some children may be familiar with some of the people who help us.</li> </ul>	<b>Geography</b> School, country, city, town, village, place, map, building, farm, sea, land, sky, rainforest, woodland, savannah, car, train, airplane, train, bus, job, field, beach, job	<b>History</b> People, clothes, job, past, present, long time ago, time, first, next, after, finally, same, different, change, future, family, carer, parents, old, new, clothes, change, body parts colour, change, grow, School, office, site manager, headteacher, reception teacher, learning mentor and associated rooms.
Key Questions / Learning	Books we will look at	
<ul style="list-style-type: none"> <li>Who are the people who help us? (police, nurse, fireman, teacher etc.)</li> <li>How do they help us?</li> <li>What vehicles do they use?</li> <li>Where might we find these people? (Police station, school, hospital etc.)</li> <li>How have these people changed to how they looked in the past.</li> </ul>		
Ideas to do at home	Useful Diagrams	Useful Links
<ul style="list-style-type: none"> <li>Pretend play of people who help us- can you dress up as someone who helps us?</li> </ul>	Useful Makaton symbols and signs	(All of the stories we will look at this half term can be found via YouTube and these are shared weekly)

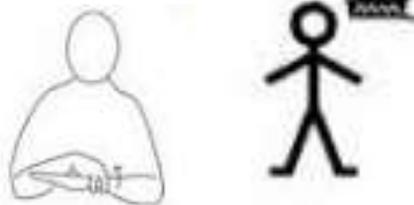
- Make a junk model vehicle used by people who help us (e.g. police car, fire engine).
- Can you draw a picture of someone who helps us?
- Can you talk to a grown up about what you would like to be when you grow up?



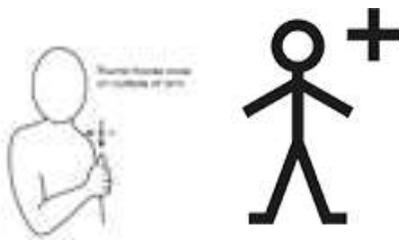
Shop



Farmer



Police Officer



**50 things to do before you're 5 (App Free to Download)**  
[50 Things To Do](#)

Explore activity

- #10 Sharing books
- #15 Dressing up
- #25 Creative Junk
- #27 Little People Park Keeper
- #28 The Wheels on the Bus
- #34 Woodland Wandering
- #38 Posty
- #47 Great Wakefield Baking
- #50 Sea and Sand

Also, please don't forget to send us a photo or video on dojo. We love to see the wonderful things you do and share them with the class!

**Rhymes we will learn:**

**Digger**

[Digger | Centre for Literacy in Primary Education](#)

**Cobbler, Cobbler**

[Cobbler, cobbler mend my shoe - BBC Teach](#)

**Polly Put the Kettle on**

[Polly put the kettle on - BBC Teach](#)

**The More we get together**

[The More We Get Together - Kids Songs - Children's Songs - Nursery Rhyme - by The Learning Station - YouTube](#)

**If your Happy and You Know it**

[If you're happy and you know it - BBC Teach](#)

**There's a Hole at the bottom of the Sea**

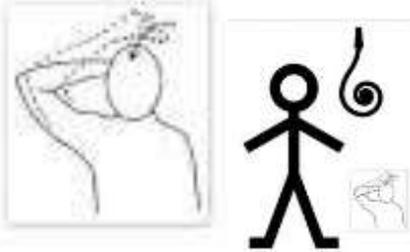
[There's a hole in the bottom of the sea - BBC Teach](#)

**Games:**

[CBeebies Creative Lab](#)

[PhonicsPlay - Phase 1 Resources](#)

[Online Phonics Games \(Phase 1\) - PhonicsBloom.com](#)

	<p>Nurse</p>  <p>Firefighter</p>	
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<b>Key knowledge children will learn...</b>		<b>WOW Moments</b>
Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary.	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Special visitors</li> </ul>
Personal, Social and Emotional Development	Routines and behaviour Discuss ways of playing alongside others and managing conflict. Positive affirmations. Transitions – adapting to new routines and environments.	
Physical Development	Make healthy choices about food, drink, activity and toothbrushing. Bounce a small ball off the floor and catch with two hands Throw large balls to a partner with a short distance and to large targets. Swing a bat or racquet correctly and safely. Catch a large soft ball in the palms of hands and fingers. Cradle into chest. Kick a ball to a large target Turn the skipping rope overhead and step over the rope. Safely walk, crawl, slide climb up and jump over gymnastic equipment such as horses and benches. To develop hand eye coordination To develop pincer grasp	
Literacy	To know print has meaning <ul style="list-style-type: none"> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> </ul>	

	<ul style="list-style-type: none"> <li>• the names of different parts of a book</li> <li>• page sequencing</li> </ul> <p>To know and talk about the characters, events and settings.  To understand how and why questions  Begin to write some letters in their name  Engage in extended conversations about stories, learning new vocabulary.  Clap syllables in words.  Write our names</p>	
Maths	<p>Perceptual Subitising - the ability to look at a small number of objects and instantly recognise how many there are  Composition of numbers to 4  Ordering events: in a day, from a story (e.g. first, next, finally)  Classifying objects by: shape, size, length, capacity and weight</p>	
Understanding of the World	<p>Know who is in my family  Know similarities and differences between families  Know what a memory is  Talk about a memory  Know different locations eg countryside, beach, town, city  Know geographical features such as fields, beaches, rivers, lakes, seas, buildings etc. (based on places we have visited)  Know some places we have visited and how we got there. eg boats, Cars, Airplanes, Trains.  Know about the differences they have experienced or seen in photos.  To know how and why we celebrate Easter, Holi and Ramadan.</p>	
Expressive Arts and Design	<p>To know names of primary, secondary colours and black, white and brown  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Explore printing.  Explore using a variety of mark making tools.  To recognise and play repeated patterns in time</p>	