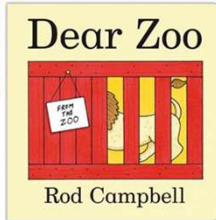
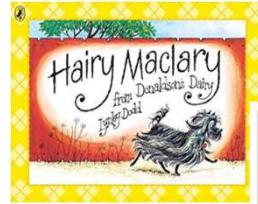


Summer 2: Knowledge organiser

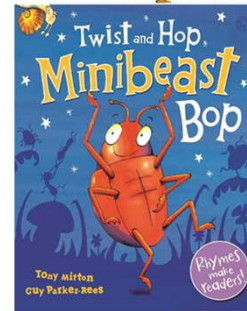
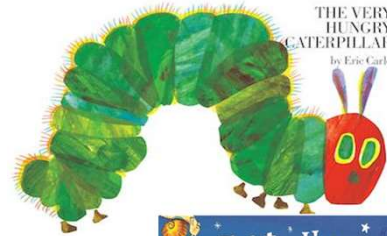
Key books this half term



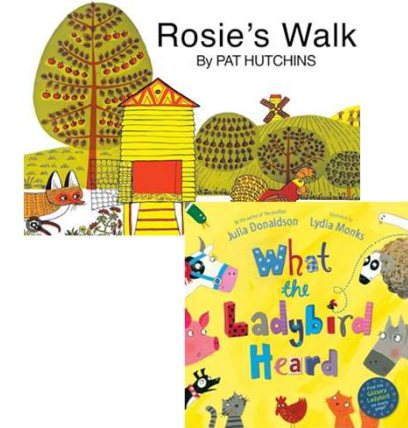
Week 1 – Rumble in the jungle



Week 2 – Dear zoo/ Hairy Maclary



Week 3 – The very hungry caterpillar,
Twist and Hop Minibest Bop



Week 4- Somebody swallowed Stanley
-What the ladybird heard

Key Vocabulary:

- **Jungle:** land covered with dense forest and tangled vegetation, usually in tropical climates.
- **Pattern:** a repeated decorative design.
- **Habitat:** the natural home or environment of an animal, plant, or other organism.

Key Questions?

- Which animals live in the jungle?
- What noise does this animal make?
- What pattern can you see on the animal's fur?
- What does this animal like to eat?

Key Vocabulary:

- **Pet:** a domestic or tamed animal kept for companionship or pleasure.
- **Zoo:** a place which maintains a collection of wild animals, typically in a park or gardens, for study, conservation, or display to the public.

Key Questions?

- Which animal would make a good pet? Why?
- Which animals wouldn't make a good pet? Why?
- Which animal would you like as a pet?

Key Vocabulary:

- **Caterpillar:** the larva of a butterfly or moth
- **Chrysalis:** a moth or butterfly at the stage of development when it is covered by a hard case, before it becomes an adult insect with wings, or the case itself
- **Butterfly:** a nectar-feeding insect with two pairs of large, typically brightly coloured wings that are covered with microscopic scales

Key Questions:

- Where did the caterpillar come from?
- What did the hungry caterpillar eat?
- How did he feel after he ate all that food?
- What happened after he ate the green leaf?
- How does a caterpillar change?

Key Vocabulary:

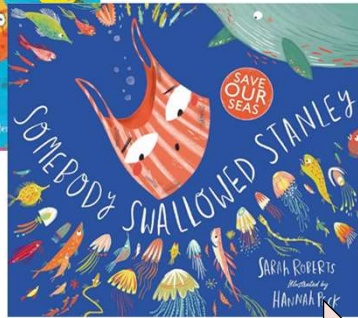
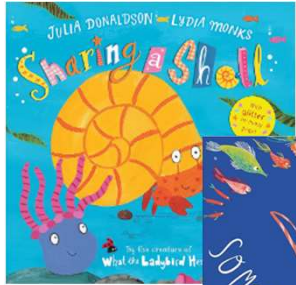
- **Farm:** an area of land and its buildings, used for growing crops and rearing animals.
- **Map:** a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.
- **Minibeast:** minibeast is a small animal.
- **Foodchain:** describing how different animals eat each other, showing the order in which living things depend on each other for food.

Key Questions:

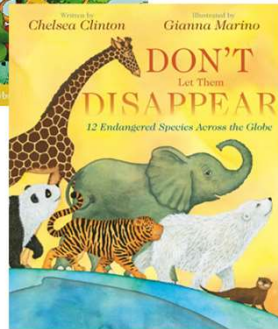
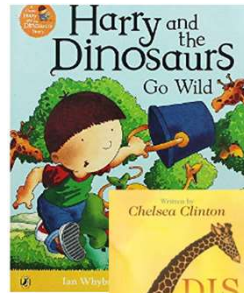
- Which animals live on the farm?
- What products do we get from the animals on the farm?
- How did the animals catch the thieves?
- Which directions do we use when looking for a place?

Summer 2: Knowledge organiser

Key books this half term



Week 5- Sharing a Shell
Somebody Swallowed Stanley



Week 6- Harry and The Dinosaurs go Wild
Don't Let Them Disappear



Week 7-Artic Animal
Way Up In The Artic

Key Vocabulary

- **Sea:** the expanse of salt water that covers most of the earth's surface and surrounds its land masses.
- **Pollution:** the presence in or introduction into the environment of a substance which has harmful or poisonous effects.
- **Plastic waste:** 'the accumulation of plastic objects (e.g.: plastic bottles) in the Earth's environment that negatively affects wildlife, habitats, and humans.
- **Sink:** go down below the surface of something, especially of a liquid.
- **Float:** rest or move on or near the surface of a liquid without sinking.

Key Questions:

- What happens if too much plastic is in the sea?
- How can we stop too much plastic going in the sea?

Key Vocabulary:

- **Endangered:** (of a species) seriously at risk of extinction.
 - **Forest:** a large area covered chiefly with trees and undergrowth.
 - **Earth:** the planet on which there is human life
 - **Polar:** relating to the North or South Pole.
- Key Questions:
- **What can we do to look after our planet?**
 - What will happen to the animals if the trees are cut down?
 - What will happen to polar bears if the ice melts?
 - What will happen to the fish in the sea if there is too much pollution?

Physical development



Funky Fingers

After the children have written their names they will have an activity on their table this will focus on their fine motor skills. Examples of this: play dough, threading, tracing, scissor skills, scooping and using tweezers. These fine motor skills help the children to develop their hand muscles and support their pencil grip.



Self care

Encourage your children to dress themselves – putting on coats, putting their arms through t-shirts and doing up shoes.

Eating – using cutlery, opening lunch boxes and food bags. Hygiene – cleaning teeth, brushing hair, toileting.



Fine motor:

In play In play the children will improve their fine motor skills. They will do this whilst using construction, play dough, threading, and a range of other activities that will be out in provision.



AT HOME: Can you follow some instructions to make some playdough to play with at home?
Pencil grips- We will be encouraging the children to write using a tripod grip but please don't worry if your child is not ready to do this yet

Gross motor Children use their gross motor skills to perform every day functions, such as walking and running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and rolling a ball). We will practice these skills during PE sessions.



Mathematics

Measure

This half term we will be looking at a variety of different measures such as weight, capacity and positional language.



Comparing quantities

We will be looking at quantities asking questions like:
How many will there be if there is one more?
One less? Can you count on? Count back?



Maths morning –TBC

Parents will be invited to come and join their child for some maths activities in class

AT HOME: Continue to practice counting objects and actions. Explore different capacities e.g. when in the bath, and talk about the weight of different objects.

Understanding the world



The natural world

The children will have the opportunity to observe caterpillars changing into butterflies. We will look at the effects of plastic pollution especially on sea life. We will find out about a range of different animal habitats.

People, culture and communities:

We will find out about other places in the world. We will be drawing simple maps of the farm and we will be thinking about how we can help to look after our planet.



Phonics

The children will continue to consolidate their listening skills in phase one phonics. We will continue to work on hearing rhymes, initial sounds and oral blending / segmenting skills.

Oral blending

Blending in phonics is combining broken up sounds to make a word. For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading.

AT HOME: Practice asking your children if they would like something using sound talk: for example- can you put on your c-oa-t?



Segmenting

This is the process of breaking down the words into separate sounds and syllables. For example dog = d—o—g..



Literacy

Comprehension: Children will be asked questions about stories they have heard and encouraged to anticipate events that may occur next. This supports their comprehension of language. When reading at home please ask your child questions such as 'who was in the story?', 'what happened first?' 'what do you think might happen next?' to encourage them to interact with the story they are listening to.



Name writing: Children will be writing their names using the mnemonics from the 'Essential letters and sounds' scheme.

AT HOME: Please encourage your child to practise forming the letters in their name, starting from the correct place and moving their pen in the right direction.

PSED



Relationships

We will continue to focus on encouraging children to make relationships with peers and with the adults. We will ensure the children feel safe, and know who they can talk to if they have any worries or needs.



Road chart

Our rainbow is being replaced by a road. The children will need to work together as a team to move the car along the road to the next stop. We will aim to reach the end of the road by the end of the week. Each week there will be a different focus e.g. manners.



Friendships We will be thinking about being kind to each other and playing with a variety of different children.

Feelings The children will talk about their feelings by labelling them and think about how to manage them e.g. by calming down if they are angry.



AT HOME: Talk to your children about ways we can be a really good friend.

Expressive arts and design

Role play The children will be able to role play in the home corner and at our small world tuff trays.



Art The children will create representations of their favourite animals using paint and collage. They will also explore and create different animal habitats.



Construction The children have access to a range of constructional resources in the classroom. Including junk modelling.

Music We will use instruments to play along with familiar songs, we will listen to and comment on piece of music from a Turkish composer and we will try to sing in tune with the music.

AT HOME: Sing nursery rhymes.

RE We will be writing prayers to say thank you to Father God.

The natural world

The children will have the opportunity to observe caterpillars changing into butterflies. We will look at the effects of plastic pollution especially on sea life. We will find out about a range of different animal habitats.

People, culture and communities:

We will find out about other places in the world. We will be drawing simple maps of the farm and we will be thinking about how we can help to look after our planet.



Past and Present

We will be looking at what transport was like in the past.



AT HOME: Talk to your children about the world around them and their place in it.

Extras:
Queen Jubilee day – 19th June. Dress in red white and blue
Paradise wildlife park – 13th July



Topics

Week 1: jungle
Week 2: pets
Week 3: insects
Week 4: sea
Week 5: farm
Week 6: endangered
Week 7: polar