

# Nursery

## Reading Area

## Knowledge Organiser



**Children will be learning to...**

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Make comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing
- Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Discover how to handle books carefully.
- Hold books the correct way up and turn pages one at a time.

**Key Vocabulary**

- Parts of a book – book, story, page, pictures, words character, read etc.
- Key words in books e.g. The Gruffalo – Gruffalo, mouse, woods, snake, scared. Hungry etc.
- Once upon a time...
- The end
- Photograph vs. picture drawing
- Feelings – happy, sad, scared, surprised etc.

**Key Questions**

- What is your favourite book?
- What is this book called?
- What do you think this book is about?
- What was your favourite part of the story?
- What do you think will happen next?
- Why did that happen?
- How do you think they feel?
- Discussion of pictures – colours, shapes, characters (inclusion) etc.

# Nursery

## Writing Area

## Knowledge Organiser



**Children will be learning to...**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

**Key Vocabulary**

- Resource names and tools – pencils, felt tips, ruler, crayons, rubber bands, paper clips etc.
- Write
- Draw
- Lines, zig zag, circles, waves, shapes...

**Key Questions**

- Discussion of pictures the children have created – colours, shapes, characters (inclusion) etc.
- I wonder what would happen if...?
- How could you...?
- Which shapes have you used?
- Who is in your picture?
- What is happening?
- What have you drawn?
- Which resources are you going to use?
- What else could we add?
- What are you writing?
- Which colours are you going to use?
- How did you make that?

Nursery

Art Area

Knowledge Organiser



**Children will be learning to...**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.
- 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.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

**Key Vocabulary**

- Colour names, shape names
- Resource names, tools
- Mixing, splatter, print, spread, wet, dry, flaky
- Runny, thick
- Feeling, texture, smooth, shiny, patterned, jagged, bumpy, soft, hard
- Join, stick, attach, build, create, assemble, model, art, painting, drawing
- Lines, zig zag, circles, waves

**Key Questions**

- Discussion of pictures the children have created – colours, shapes, characters (inclusion) etc.
- I wonder what would happen if...?
- How could you...?
- Which shapes/colours have you used?
- What have you made?
- Which resources are you going to use?
- What else could we add?
- How are you going to join it together?
- What would happen if we mixed these colours together?
- Do you think this is the only way?
- How did you make that?

Nursery

Water Area

Knowledge Organiser



### Children will be learning to...

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Select and use activities and resources.
- Take turns, share equipment
- Make predictions
- Use large and small motor skills to do things independently, for example pouring
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore the natural world around them
- Describe what they see, hear and feel
- Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting

### Key Vocabulary

- Resource names and tools – jug, funnel, cylinder, boat, syringe, duck, sponge, bucket, tube, tray, bottle, container etc.
- Shape of the containers – round, smooth, straight etc.
- Water
- Wet, cold
- Runny
- Absorb
- Pour, scoop, stir
- Fill - full/empty
- Drip, droplet
- Overflow
- Float, sink
- Predictions
- Splash, bubble

### Key Questions

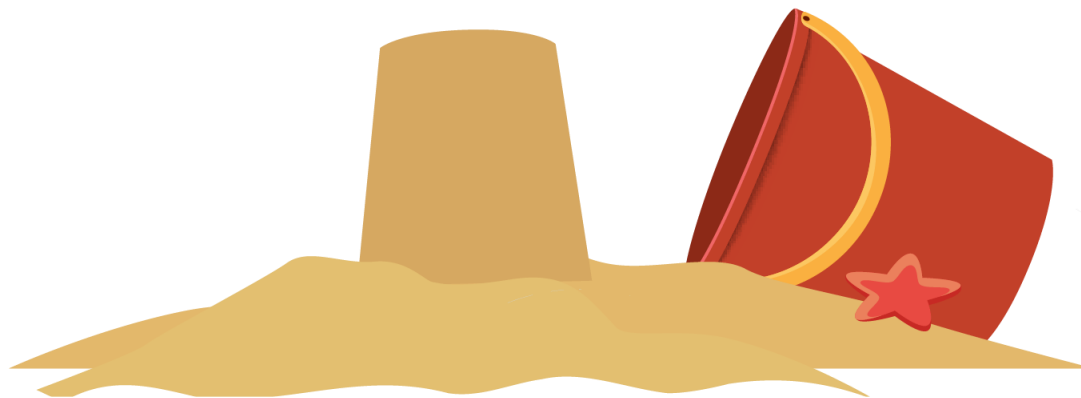
- Is it full/empty? How do you know?
- I wonder what would happen if...?
- How could you...?
- What is happening?
- Which resources are you going to use?
- How did you do that?
- Where does water come from?
- Which container holds the most?
- Which objects will float/sink?
- Have you ever been in the sea? (own experiences)



# Nursery

## Sand Area

### Knowledge Organiser



**Children will be learning to...**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Learn and use new vocabulary
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Use large and small motor skills to do things independently, for example pouring
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore the natural world around them
- Describe what they see, hear and feel
- Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting

**Key Vocabulary**

- Resource names and tools – bucket, spade, rake, shell, sticks, moulds etc.
- Build
- Castle
- Fill – empty/full
- Dig
- Pour
- Pat
- Wet, dry
- Mould, shape

**Key Questions**

- Is it full/empty? How do you know?
- I wonder what would happen if...?
- How could you...?
- What is happening?
- Which resources are you going to use?
- How did you do that?
- Where does sand come from?
- Which container holds the most?
- Have you ever been to the beach? (own experiences)
- Which castle is the tallest/shortest?

# Nursery

## Role Play Area

## Knowledge Organiser



**Children will be learning to...**

- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Learn and use new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Play with one or more other children, extending and elaborating play ideas.

**Key Vocabulary**

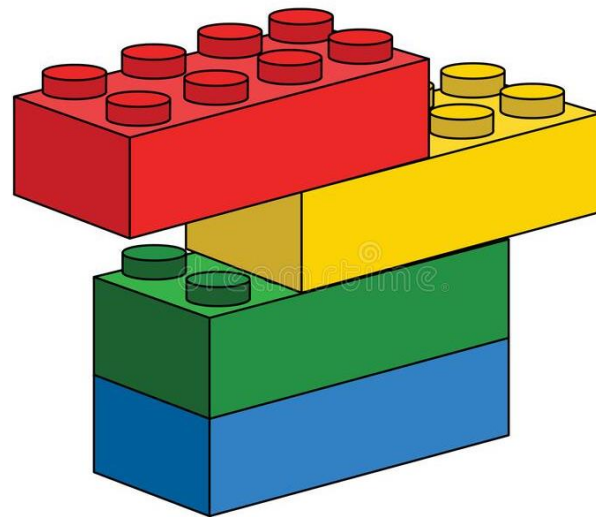
- Resource names (changes according to topic – home corner, garden centre, space ship etc).
- Different houses – flats, bungalow, home, house...
- Parts of the house – roof, windows, door, walls, chimney...
- Rooms in the house – living room, kitchen, bedroom...
- Times of the day – morning, afternoon, evening, night time
- Meals of the day – breakfast, lunch, dinner, tea
- Baby, nappy, clothes, dress, bath, feed
- Nursery rhymes, lullaby
- Oven, hob, cooker, frying pan, saucepan, kettle, tea pot, cup and saucers...
- Party, invitation, decorate, banner, balloon, birthday, celebration, celebrate

**Key Questions**

- Can you set the table for 4 people?
- What are you going to cook for dinner?
- Which ingredients do you need?
- You are hosting a party – how could you decorate the house?  
What do you need for the party? Can you send out invitations?
- Can you dress the baby for...?
- Can you bath the baby?
- Can you sing the baby a nursery rhyme?
- The telephone is ringing – can you take a message?
- Can you dial the number in the phone book?
- Can you clean the house?
- Can you sort the food in the cupboard?
- Can you iron and fold the clothes?

# Nursery

## Construction Area Knowledge Organiser



**Children will be learning to...**

- Learn and use new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Show interest in different occupations.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Play with one or more other children, extending and elaborating play ideas.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Say one number for each item in order: 1,2,3,4,5.
- Plan and think ahead about how they will explore or play with objects.
- Build independently with a range of appropriate resources.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Make simple models which express their ideas.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

**Key Vocabulary**

- Names of resources- bricks, blocks, lego etc.
- Name of vehicles, buildings and people
- Number – count, more less, fewer
- Language of building – joining, connecting, fixing
- Colour, shape
- Size and measure – big, medium, small, long, short, tall, taller, tallest, shorter, shortest, length, height, weight, heavy, light, the same as, equal to
- Positional language – under, over, below, next to, on top, behind, in front

**Key Questions**

- How tall is your tower? How long is your model? How can you measure it?
- How many bricks have you used?
- Can you build a tower... bricks tall/long?
- If we... how will it change?
- What else could you try?
- What will you need next?
- How could you make it taller/stronger/longer?
- Building vehicles – how many seats are there? How many wheels have you used? Does your vehicle travel on land, water or air?
- Does your vehicle travel in a straight line?
- How far does your vehicle travel?
- Can you talk about your model? How did you make it?

# Nursery

## Investigation Area

## Knowledge Organiser



**Children will be learning to...**

- Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

**Key Vocabulary**

- Who? What? When? Where? Why?
- Observe, question, investigate, record, explore
- Resource names (magnifying glass, magnet etc.)
- Materials (wood, plastic, metal etc.)
- Hard, soft, bumpy, smooth, rough, spiky, sharp, blunt, waterproof, light, heavy, lightest, heaviest
- 5 senses
- Shape, size, number, pattern, compare, describe, sort
- Light and dark – torch, beam, bright, dim, shadow, shine, reflect, night, day, source, cave, tunnel
- Growth, grow, bean, roots, shoot, stem, leaves, leaf, flower, seeds, sunlight, soil
- Eggs, caterpillar, cocoon, butterfly
- Freeze, melt, frozen, ice, frost, snow, temperature
- Insect, minibeast, legs, wings, antenna

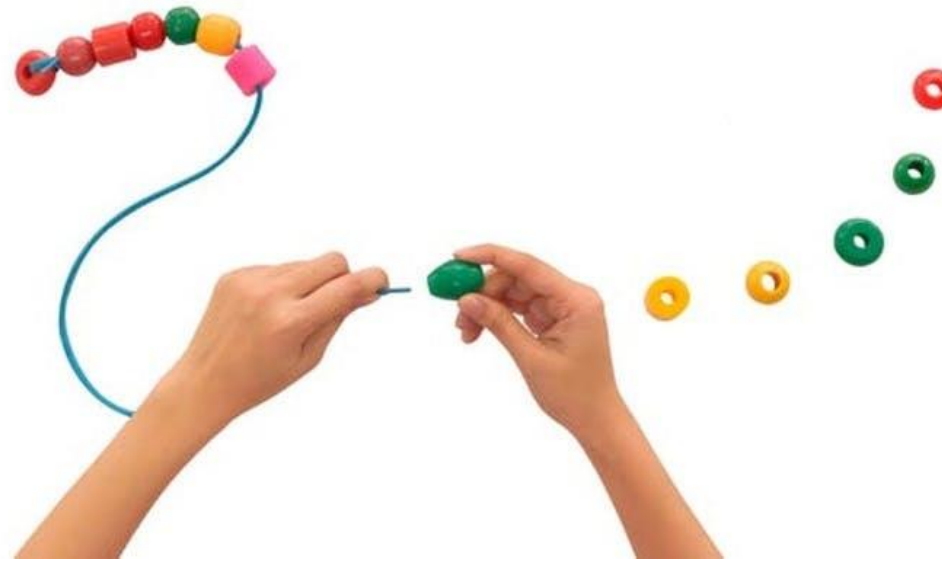
**Key Questions**

- Why did that happen?
- What can you see, hear, touch, smell, feel, taste?
- How does it work?
- What happens if you...?
- What is the same? What is different?
- Has anything changed?
- Why does...?
- How can you...?
- Can you think of another way of doing this? What could we use? What else could we try?



# Nursery

## Funky Fingers Area Knowledge Organiser



### Children will be learning to...

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks
- Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.

### Key Vocabulary

- Resource names, tools and techniques
- Squish, squash, squeeze, sculpt, roll, press, mould, cut, twist, tweeze, pinch, turn, thread, pull, weave
- Join, fasten, attach
- Thin, thick, thinner, thicker
- Flat, round, long, short, longer, shorter, longest, shortest
- Big, large, small, smallest, largest, medium
- Number names

### Key Questions

- What would happen if...?
- What is happening to the...? What has changed?
- How could you...?
- Can you explain what you did?
- Which tools did you use?
- What does it feel like?
- Can you roll the playdough into a ball? Can you make 5 balls? Which ball is the largest/smallest?
- Can you flatten your ball? What shape have you made?
- Can you fasten the buttons? Fasten the zip?
- Can you thread the string through the holes?

# Nursery

## Maths Area

### Knowledge Organiser



### Children will be learning to...

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

### Key Vocabulary

- Number names
- Count, how many, total, altogether
- Notice, big, large, small, little, medium. The \_\_\_\_\_ is smaller/larger than the \_\_\_\_\_.
- Compare, more, fewer, same, equal. There are more \_\_\_\_\_ than \_\_\_\_\_ / there are fewer \_\_\_\_\_ than \_\_\_\_\_.
- Sort, notice, groups, sets, same, different
- Pattern
- Notice, match, same, colour, red, yellow, pink, green, purple, orange, blue, black, white, brown
- Shape names – circle, square, rectangle, triangle

### Key Questions

- How many...?
- Can you count...?
- Give me...?
- What number is this?
- Can you find the right number?
- What comes next in the pattern?
- How many will fit in that box?
- Is it heavy/light?
- Which is longest/shorter/taller? Etc?