



## FS2 Knowledge Organiser

Summer 1 2024: How does your garden grow?



Week	Book	Writing	Maths	UTW	Food activity	Fresh Air activity	PSED
WC: 15.04.24 1	<b>Oliver's Vegetables</b>  <b>Vocabulary:</b> Beetroot Peas Potatoes Carrots Vegetables Rhubarb Cabbage Spinach Leaves Slug Snail Chop Peel Slice Boil	<b>Adult facilitated</b> Write diary of what Oliver ate on each day.  Reading: Sequencing  <i>Spell words by identifying the sounds and then writing the sound with letter/s (L: W)</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i>	<b>WRM: To 20 and Beyond</b> Step 1: Build numbers beyond 10 (10-13) Step 2: Continue patterns beyond 10 (10-13) Step 3: Build numbers beyond 10 (14-20) Step 4: Continue patterns beyond 10 (14-20) <i>Count beyond 10. (Rec).</i> <b>Independent</b> Teen numbers 2 ten frames Cubes	Where do different vegetables grow. Naming, describing and tasting vegetables. <i>Know and talk about the different factors that support their overall health and wellbeing (PSED)</i> <i>Explore the natural world around them. (UTW)</i>	Tasting Oliver's vegetables. Make a chart- which was your favourite? <i>Learn new vocabulary. (C&amp;L)</i>	Planting vegetables. Write list of what to grow. Write labels for the vegetables we have planted. Write instructions of how to help them grow.  <i>Explore the natural world around them. (UTW)</i> <i>Describe what they see, hear and feel whilst outside. (UTW)</i>	Trying something new e.g. riding a bike, sleeping in your own bed, trying a new food  <i>Show resilience and perseverance in the face of challenge. (PSED)</i>
WC: 22.04.24 2	<b>Jack and the Beanstalk</b>  <b>Vocabulary:</b> Bean Beanstalk Grow Giant Harp Axe Gold Steal	<b>Independent</b> <b>Drawing club</b> <i>Spell words by identifying the sounds and then writing the sound with letter/s (L: W)</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter</i>	<b>WRM: To 20 and Beyond</b> Step 5: Verbal counting beyond 20 Step 6: Verbal counting patterns <i>Verbally count beyond 20, recognising the pattern of the counting system. (ELG)</i>  <b>Adult facilitated</b>	Growth How to plant a bean. How to care for/ plant a bean. Keep a diary of a bean plant. <i>Explore the natural world around them. (UTW)</i>	-	Planting a bean. Bean diary- Write how to plant a bean. <i>Explore the natural world around them. (UTW)</i> <i>Describe what they see, hear and feel whilst outside. (UTW)</i>	What is stealing? Why is it wrong to steal?  <i>Think about the perspectives of others. (PSED)</i>

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		<i>and full stop. (L: W)</i>	Explore, build and talk about numbers to 20 and beyond.				
WC: 29.04.24 3	<b>Yucky Worms</b>  <b>Vocabulary:</b> Earthworm Soil Earth Dug Disappeared Vanished Grit Rotting leaves Insects Stones Grind Cast Recycle Roots Moles Badgers	<b>Adult facilitated</b> Fact file. Write a fact about worms, to make a page in our own book.  <i>Spell words by identifying the sounds and then writing the sound with letter/s (L: W)</i> <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i>	<b>WRM: How many now?</b> Step 1: Add more Step 2: How many did I add? Step 3: Take away Step 4: How many did I take away?  <b>Independent</b> Adding and subtracting Number stories  <i>Explore the composition of numbers to 10. (Rec)</i> <i>Automatically recall number bonds for numbers 0-5 and some to 10. (Rec)</i>	Make a wormery. Find worms. Find out facts about worms.  <i>Explore the natural world around them. (UTW)</i>	-	Worm charming. Make a wormery. Write instructions of how to make a wormery.  <i>Explore the natural world around them. (UTW)</i> <i>Describe what they see, hear and feel whilst outside. (UTW)</i>	Feelings and fears How do the different minibeasts make you feel? Why? Likes and dislikes. <i>Identify and moderate their own feelings socially and emotionally. (PSED)</i>
WC: 06.05.24 4	<b>Superworm</b>  <b>Vocabulary:</b>	<b>Independent</b>  <b>Drawing club</b>	<b>WRM: Sharing and grouping</b> Step 1: Explore Sharing Step 2: Sharing Step 3: Explore Grouping	Mini beast identification Features of a minibeasts sorting	-	Minibeast hunt What can you find? Where did you find it? Can you identify it? Draw and label.	Why/ how do we care for living things? Scenarios- Flashcards what would you do if

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<p><b>Bank Holiday Monday</b></p>		<p><i>Spell words by identifying the sounds and then writing the sound with letter/s (L: W)</i>  <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i></p>	<p>Step 4: Grouping</p> <p><b>Adult facilitated</b></p> <p>Sharing and grouping          Part-part-whole  <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)</i></p>	<p>minibeasts by features</p> <p><i>Explore the natural world around them. (UTW)</i>  <i>Describe what they see, hear and feel whilst outside. (UTW)</i></p>		<p>Make a bug hotel.          Label your hotel.</p> <p><i>Explore the natural world around them. (UTW)</i>  <i>Describe what they see, hear and feel whilst outside. (UTW)</i></p>	<p>you found a spider? Etc.</p> <p><i>Explore the natural world around them. (UTW)</i>  <i>Think about the perspectives of others. (PSED)</i></p>
<p>WC: 13.05.24  <b>5</b></p> <p><b>Butterfly House</b>          15<sup>th</sup> May</p>	<p><b>Hungry Caterpillar</b></p> <p><u>Vocabulary:</u>          Egg          Caterpillar          Cocoon          Butterfly          Lifecycle          chrysalis          larva          pupa</p>	<p><b>Adult facilitated</b></p> <p>Write about the lifecycle of a caterpillar.</p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i></p>	<p><b>WRM: Sharing and grouping</b></p> <p>Step 5: Even and odd sharing          Step 6: Play with and build doubles</p> <p><b>Independent</b></p> <p><i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG)</i></p>	<p>Life cycle of a caterpillar (using pasta).          Other life cycles such as frogs and chickens.</p> <p><i>Explore the natural world around them. (UTW)</i>  <i>Learn new vocabulary. (C&amp;L)</i></p>		<p>Leaf art- caterpillar/ butterfly.          Leaf pictures. Telling the lifecycle with leaves.</p> <p><i>Explore the natural world around them. (UTW)</i>  <i>Describe what they see, hear and feel whilst outside. (UTW)</i>  <i>Understand the effect of changing seasons on the natural world around them. (UTW)</i></p>	<p>Talking about the Butterfly House.          What was your favourite part?          Turn taking, listening skills.</p>
<p>WC: 20.05.24  <b>6</b></p>	<p><b>Minibeast feast</b></p> <p><u>Vocabulary:</u>          Creep</p>	<p>Poetry          Write a poem about an insect.          e.g. Creep like a spider.</p>	<p>Consolidation          Addition, subtraction, number bonds</p> <p><b>Adult facilitated</b></p>		<p>Decorate biscuits minibeasts using chocolate buttons /</p>	<p>Sorting mini beasts.          Writing questions about minibeasts.          Make a mini beast, using clay and natural materials.</p>	<p>Moderate feelings - Bag of Worries  <i>Identify and moderate their own</i></p>

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**FS2 Knowledge Organiser**

**Summer 1 2024: How does your garden grow?**

<p>Weave Buzz Caterpillar Bee March Ant Hide Beetle Slither Snail run centipede trail oak tree feast rhyme</p>	<p>Buzz like a bee.</p> <p><b>Independent</b> Write captions to photos from the trip.</p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i></p>				<p>smarties Count the buttons. Can you use combine two groups?</p> 	<p><i>Explore the natural world around them. (UTW) Describe what they see, hear and feel whilst outside. (UTW)</i></p>	<p><i>feelings socially and emotionally (PSED)</i></p>
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**All areas of learning explored through independent learning in continuous provision.**

**Expressive Arts and Design**

**Creating with materials**

Collage inspired by Eric Carle.

Observational drawing.

Sculpture using clay to make mini beasts.

- *Explore different materials freely, to develop their ideas about how to use them and what to make. (Rec)*
- *Develop their own ideas and then decide which materials to use to express them. (Rec)*
- *Join different materials and explore different textures. (Rec)*
- *Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (Rec)*
- *Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Rec)*
- *Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. (Rec)*
- *Explore colour and colour-mixing. (Rec)*
- *Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Rec)*
- *Create collaboratively, sharing ideas, resources and skills. (Rec)*

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- *Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Rec)*

#### **Being Imaginative and Expressive (Music)**

Exploring instrumental sounds.

Learn songs, poems and rhymes.

- *Listen with increased attention to sounds. (Rec)*
- *Respond to what they have heard, expressing their thoughts and feelings. (Rec)*
- *Remember and sing entire songs. (Rec)*
- *Sing the pitch of a tone sung by another person ('pitch match'). (Rec)*
- *Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Rec)*
- *Create their own songs or improvise a song around one they know. (Rec)*
- *Play instruments with increasing control to express their feelings and ideas. (Rec)*
- *Listen attentively, move to and talk about music, expressing their feelings and responses. (Rec)*
- *Watch and talk about dance and performance art, expressing their feelings and responses. (Rec)*
- *Sing in a group or on their own, increasingly matching the pitch and following the melody. (Rec)*
- *Explore and engage in music making and dance, performing solo or in groups. (Rec)*

#### **Being Imaginative and Expressive (Role play and small world play)**

- *Take part in simple pretend play, using an object to represent something else even though they are not similar. (Rec)*
- *Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (Rec)*
- *Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (Rec)*
- *Develop storylines in their pretend play.*

#### **Physical Development**

Fine motor skills - focus on developing strength, holding scissors correctly and cutting.

- *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.*
- *Develop the foundations of a handwriting style which is fast, accurate and efficient.*
- *Further develop the skills they need to manage the school day successfully:*
  - *lining up and queuing*
  - *mealtimes*

Weekly PE session: developing coordination, strength and balance.

- *Progress towards a more fluent style of moving, with developing control and grace.*
- *Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.*

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- *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.*
- *Combine different movements with ease and fluency.*
- *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.*
- *Develop overall body-strength, balance, co-ordination and agility.*

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### The minibeast feast



Creep like a caterpillar  
Buzz like a bee  
March like an ant  
Down the old oak tree.



Fly like a lady bird  
Or a butterfly  
Weave like spiders  
On a branch up high.



Hide like a beetle  
Slither like a snail  
Run like a centipede  
Down the trail.



Come to the party  
Every minibeast  
Today is the day  
Of the minibeast feast!



*Together, we can achieve anything!*