



Ducks' Knowledge Organiser

Summer 2 2024: Where will we find water?



Week	Book	Writing	Maths	UTW	Food activity	Fresh Air activity	PSED
WC: 03.06.24 1	The Rainbow Fish ocean scales shimmering glittering coral reef octopus wise starfish cave kind shared	VIPERS Retrieve- describe the Rainbow Fish. Predict- Will she share her scales? Adult facilitated Extended writing Describe the rainbow fish. Simple sentences. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	WRM Sharing and Grouping • Sharing. • Odd and even sharing. <i>Explore and represent patterns within numbers up to 10, including how quantities can be distributed equally. (M NP: ELG)</i> <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (M NP: ELG)</i> Independent Share the fish scales between two fish. Can all numbers be shared equally?	Fish investigation. Labelling parts of a fish.		Nature rainbow. can you find different colours? Natural object collages Bubbles. Can you stand inside a bubble? Count bean bags for scales on the fish. <i>Explore the natural world around them. (Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (Rec)</i>	Friendship and kindness - What will make a good friend? Sharing. <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i> (PSED BR: ELG)
WC: 10.06.24 2 World Environment Day 13 th June Plastic Pollution	Duffy's Lucky Escape plastic ocean pollution sea grass storm jelly fish aquarium tank shoals	VIPERS What has happened to Duffy? How does she feel? How can we stop this happening to sea creatures like Duffy? <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (L R: ELG)</i>	WRM Sharing and Grouping • Grouping • Building doubles <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (M N: ELG)</i> <i>Explore and represent patterns within numbers up to 10, including evens and odds,</i>	Recycling - collage Preventing plastic pollution 		Litter picking. Sorting rubbish by materials (plastic, paper, metal) <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW: ELG)</i> <i>Explore the natural world around them, making observations and drawing</i>	Discuss the importance of keeping water areas, such as ponds and rivers, clean. <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> (UTW NW ELG)

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		Independent writing Posters about plastic pollution. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	<i>double facts and how quantities can be distributed equally. (M NP: ELG)</i> Adult facilitated Explore groups of numbers within numbers. E.g. how many 2s in 6.			<i>pictures of animals and plants. (UTW: ELG)</i>	
WC: 17.06.24 3	Water Cycle The Little Raindrop water cycle cloud raindrop puddle overflowing stream river current waterfalls sea shore waves hotter cooler liquid melt solid change	VIPERS Retrieve - key stages of the water cycle. Summarise- retell the sequence of the water cycle. Adult facilitated Extended writing Write simple sentences to explain the stages of the water cycle. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	Consolidation (ELG) Composition of numbers to 10. <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (M NP: ELG)</i> Independent	Water cycle Where does rain come from? <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW NW: ELG)</i>	Make ice pops. <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UTW NW: ELG)</i>	Where do we find water? Water hunt. Create a rainwater gauge. Water play. Petal/ leaf hammering. <i>Explore the natural world around them. (UTW Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD Rec)</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSSED ELG)</i>	Teamwork/ listening and attention - parachute games. <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs. (PSSED BR: ELG)</i> Sun safety <i>Know and talk about the different factors that support their overall health and wellbeing (PSSED: Rec)</i>

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WC: 24.06.24 4	Noah's Ark Bible Noah ark God animals dove sins flood rainbow	VIPERS Sequence/ summarise- Retell the story of Noah's ark. <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (L R: ELG)</i> Independent Create your own story map to retell the story. Write a sentence for each part of the story. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	Consolidation (ELG) • Composition of numbers to 10. <i>Explore and represent patterns within numbers up to 10, including double facts. (M NP: ELG)</i> Adult facilitated	Sort animals by habitat. <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UTW ELG)</i>		Build an ark. Working together Sorting animals by size Making rainbow streamers. Animal shadow drawing. <i>Explore the natural world around them. (Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (Rec)</i> <i>Understand the effect of changing seasons on the natural world around them. (Rec)</i>	RE Noah's Ark (Bible story) Read the bible story What made god sad? How can we keep people happy? <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED BR: ELG)</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (UTW PCC: ELG)</i>
WC: 01.07.24 5 INSET day 1 st July	The Lighthouse Keeper's Lunch lighthouse cottage cliffs appetising scavenging scrumptious mustard	Adult facilitated Write a recipe for the Lighthouse Keeper's lunch. <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	WRM Manipulate, compose and decompose • Select, rotate and manipulate shapes. • Compose and decompose shapes. • Copy shape pictures. <i>Select, rotate and manipulate shapes to develop spatial reasoning skills. (M Rec)</i> <i>• Compose and decompose shapes so that children</i>	Making pulleys <i>Create collaboratively, sharing ideas, resources and skills (EAD: Rec)</i> Healthy and unhealthy foods <i>Know and talk about the different factors that support their</i>	Make lunch for the Lighthouse Keeper. <i>Know and talk about the different factors that support their overall health and wellbeing: healthy eating. PSED: Rec)</i>	Make a lighthouse. Make a pulley system to get Mr Grinling his lunch. <i>Explore the natural world around them. (UTW Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD Rec)</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the</i>	Discuss the different likes and dislikes in the story - what didn't Mr Grinling like? What didn't Hamish like? What didn't the seagulls like? <i>Think about the perspectives of others. (UTW Rec)</i>

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	seagulls telescope		recognise a shape can have other shapes within it, just as numbers can. (M Rec) Independent Explore 2D and 3D shapes. Copy shape pictures.	overall health and wellbeing: healthy eating. PSED: Rec)		face of challenge (PSED ELG)	
WC: 08.07.24 6	The Water Princess clear command collect pot journey braids thirst cool boil	VIPERS How does Gigi feel? How do you know? Why has Gigi not got water like us? Independent What do we need water for? <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	WRM Visualise, build and map Patterns • Repeating patterns • Pattern rules <i>Continue, copy and create repeating patterns. (M Rec)</i> Adult facilitated Copy, continue and create repeating patterns.	Compare life in Africa to life in the UK. <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW NW: ELG)</i>		Transporting water. Beanbag balance on head obstacle course Water writing. Make a pendant. <i>Explore the natural world around them. (UTW Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD Rec)</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)</i>	Compare life in Africa to life in the UK. <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (UTW PCC: ELG)</i>
WC: 15.07.24 7	Tiddler Coral reefs, fish seahorse stingray crab shipwreck squid turtle lobster eel seal	Drawing club <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	WRM Visualise, build and map • Replicate. • Visualise from different positions. • Give instructions to build. <i>Understand position through words alone - for example, "The bag is under the table," - with no pointing. (M: 3-4)</i>	Coral. Sea creatures Ocean animals. Habitats- hot and cold climates. <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their</i>		Natural musical instruments. Art- outlines, sand drawing Sea creature hunt <i>Explore the natural world around them. (UTW Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD Rec)</i> <i>Be confident to try new activities and show independence, resilience</i>	Team building/ listening and attention games. <i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs. (PSED BR: ELG)</i>

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	shrimp whale		Describe a familiar route. (M: 3-4) Discuss routes and locations, using words like 'in front of' and 'behind' (M: 3-4) Independent Copy models in pictures. Give friends instructions to make a model.	experiences and what has been read in class. (UTW NW: ELG)		and perseverance in the face of challenge (PSED ELG)	Transition to Year 1 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED BR: ELG)
WC: 22.07.24 8	The Night Pirates Final week	Drawing club Independent Write a letter to Mrs Smoczyk - What are you looking forward to in year 1? What are you worried about? <i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (L: W)</i> <i>Write simple phrases and sentences that can be read by others. (L: W ELG)</i>	WRM Visualise, build and map • Explore mapping. • Represent maps. • Create maps. <i>Draw information from a simple map. (UTW: Rec)</i> <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (UTW PPC: ELG)</i> Adult facilitated Draw information from maps - create a small world scene from a map. Describe position. Create maps.	Swimming safety <i>Know and talk about the different factors that support their overall health and wellbeing (PSED: Rec)</i>		Test materials - waterproof or not? We need to make a waterproof hat, what are the best materials to use? <i>Explore the natural world around them. (UTW Rec)</i> <i>Create collaboratively, sharing ideas, resources and skills (EAD Rec)</i> <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (PSED ELG)</i>	Feelings - anxious/scared/ worried The Huge Bag of Worries Transition to Year 1 <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (PSED BR: ELG)</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (PSED BR: ELG)</i>

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