

# Knowledge Organiser

## Nursery - Spring

### What I should already know?

Different types of weather.  
Autumn and winter are seasons.  
Leaves change colour in autumn.  
Leaves fall off the trees in winter.

### Key Questions

What season comes after winter?  
What happens to the plants and trees in spring?  
What are the signs of spring?

### What I will know by the end of this unit?

I know that spring comes after winter.  
I know that plants begin to grow again in spring.  
I know that some baby animals are born in spring.  
I know the names of some baby animals.  
I know some key features of the life cycle of a plant and an animal.

### In Reception children will:

I will know the 4 seasons  
I can talk in details about the changes throughout spring.  
I know the key features of the life cycle of a plant and an animal.

### Vocabulary

Spring, season, grow, seeds, bulb, plant, daffodil, chick, lambs, blossom.

### Knowledge

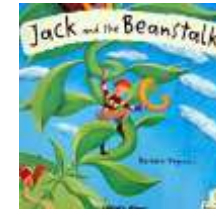
Spring is a season which begins in March and ends in June.  
During spring, plants begin to grow again, new seedlings sprout and hibernating animals awake.



### Possible Experiences

Spring walk.  
Being outside and experiencing spring.  
Going to the wild area.  
Planting and looking after plants.

### Books



### Songs and rhymes

Hop little bunnies, It must be spring, Easter bunny,  
Its Mother's Day, Somebody's waking up.



## Areas of Development Nursery - Spring

### Personal, Social and Emotional Development

- To talk about how they might be feeling and respond to this.
- To recognise the impact of their choices and behaviours.
- To become more aware of the similarities and differences between themselves.
- To show confidence and self-esteem.
- To show increasing consideration of other's needs.
- To seek out companionship with adults and other children.

### Physical development

- Get Set 4 PE - Fundamentals.
- Squiggle to Wiggle.
- To begin to manipulate tools using one hand.
- To begin to catch a large ball with two hands.
- To begin to climb stairs, steps and move across climbing equipment using alternate feet.
- To begin to run with spatial awareness and negotiate space.
- To help with getting dressed.

### Communication and Language

- To be able to listen one to one and in small groups.
- To begin to understand simple questions involving 'why' and 'how'.
- To show some understanding of prepositions.
- To be able to use more complex sentences to talk about themselves.
- To talk about things that are important to them.
- To build up vocabulary.
- To use talk to explain what is happening and anticipate what might happen next.

### Understanding the world

- To show interest in familiar people.
- To enjoy joining in with family customs and routines.
- To begin to have their own friends.
- To know some things that make them unique.
- To comment about aspects of their familiar world.
- To talk about why things happen and how things work.
- To begin to operate simple equipment.
- To show skills in making toys work.

### Literacy

- To be able to listen to and join in with stories and poems.
- To fill in the missing word or phrase in a known story.
- To show interest in illustrations and words.
- To include mark making and early writing in their play.
- To attempt to write their own name.

### Maths

- Number 6
- Height and length
- Mass
- Capacity

### Expressive Arts and Design

- To begin to sing familiar songs.
- To show and interest in the way instruments sound.
- To explore colour.
- To use 3D and 2D structures to explore materials.
- To begin to use movement and sound to express experiences.
- To experiment and create movement to music.
- To create sounds and movements.