

Topic: Into the Wild... (Minibeasts and Wild Animals)

| EYFS Curriculum Objectives | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
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| Theme/Books | Rumble In The Jungle Andy's Safari Adventures | Dear Zoo Andy's Safari Adventures | Handa's Surprise Andy's Safari Adventures | Alan's Big, Scary Teeth. Andy's Safari Adventures | The Koala Who Could Tinga Tinga Stories | The Tiger Who Came To Tea Tinga Tinga Stories | Whose Habitat Is That? Tinga Tinga Stories |
| PSED Building Relationships Self-Regulation <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Managing Self PD <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. | Play the 'feelings game'. Talk about when you might have the different feelings. L.O. To identify and moderate own feelings. Share the PowerPoint and discuss how to keep safe in the sun. Discuss why it is important to stay safe when out in the sun. Do they know how we can keep safe? L.O. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity- healthy eating- tooth brushing - sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian. | Share the Feelings and Emotions PowerPoint. Use talk partners to discuss the different photographs and scenarios. L.O. Think about the perspectives of others. | Discuss healthy eating. Look at and discuss different exotic fruits. Make a healthy fruit smoothie or some fruit kebabs. L.O. To know that fruit is healthy and eating a range of different fruits contributes to good health. | Read Alan's Big, Scary Teeth. Discuss dental hygiene and keeping our teeth clean and healthy. Use the PowerPoint 'All About Healthy Teeth' to promote discussion. L.O. To know that regular tooth brushing is important to keep our teeth healthy. | Look at pictures of the year 1 classroom and teaching team. Discuss what you are looking forward to or might be worried about. Make a list of questions to ask year 1 teacher. L.O. To identify their feelings about moving to year 1 class. | In circle time, discuss how the children felt about visiting year 1. What was the same, what was different? Did everyone feel the same way? How could we help our friend if they felt worried about going to year 1? L.O. To identify their own feelings about transitioning to year 1. To think about the feelings of others. | Memories of reception. In circle time, share memories of reception year. What will you remember? What have you enjoyed? What will you miss? Draw a picture of your favourite memory, toy, friend or activity. L.O. To identify their own feelings. |
| COMMUNICATION AND LANGUAGE Listening , Attention, <ul style="list-style-type: none"> Understanding Engage in non-fiction books. Speaking <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. | Circle Time - I went... and I... L.O. To articulate ideas in well-formed sentences. Create a class mind map; what would we like to find out about wild animals? What do we already know? L.O. To articulate ideas in well-formed sentences. | Use the guided reading non-fiction 'Chimpanzees'. Read and discuss the non-fiction text. Talk the different features and factual content of the book. L.O. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Provide a range of non-fiction texts about animals or the natural world that the children can engage with during independent learning time. L.O. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. | Share the Big Cat book about 'Teeth' to promote discussion and awareness of new vocabulary, Provide pictures of teeth and tooth products for the children to annotate. Create a mini role-play area of animal vets. L.O. To talk in well-formed sentences using new vocabulary and use about non-fiction text to promote discuss. | Circle Time Transition to year 1. Finish the sentence: I am looking forward to... I am worried about... In year 1, I... L.O. I can articulate my thoughts and feelings in an extended sentence. | Read Non-Fiction books during literacy inputs, various times during the week and story time. Leave the books out for use during continuous provision. L.O. To engage in non-fiction books. To articulate ideas in extended sentences. | Set up a tea party with a tiger onesie, tea items and the story book. Children to role-play acting out the story. L.O. To speak in well-formed sentences. |
| PHYSICAL DEVELOPMENT Gross Motor Skills <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision | Premier Sports - Sports Day Activities L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Premier Sports - Sports Day Activities L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Premier Sports - Sports Day Activities L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Premier Sports - Sports Day Activities L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Premier Sports - Sports Day Activities L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Premier Sports - Sports Day Activities L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Premier Sports - Multi-Skills L.O. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, |

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| and accuracy when engaging in activities that involve a ball. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Yoga - Lulu The Baby Lioness. https://www.youtube.com/watch?v=ZvJH8Kbzj54 L.O. Develop overall body-strength, balance, co-ordination and agility. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. BBC Dance - 1: Giraffes, zebras and impala. https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-african-waterhole-2-lions-2-vultures/z6tq96f L.O. Develop overall body-strength, balance, co-ordination and agility. L.O. Explore and engage in music making and dance, performing solo or in groups. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. BBC Dance - 2: Lions and vultures. https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-african-waterhole-2-lions-2-vultures/zxnxwnb L.O. Develop overall body-strength, balance, co-ordination and agility. L.O. Explore and engage in music making and dance, performing solo or in groups. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. BBC Dance - 3: Elephants and all the animals. https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-african-waterhole-3-elephants-all-the-animals/zr9bn9q L.O. Develop overall body-strength, balance, co-ordination and agility. L.O. Explore and engage in music making and dance, performing solo or in groups. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Yoga - Jungle Safari. https://www.youtube.com/watch?v=C4CaR0syf1g L.O. Develop overall body-strength, balance, co-ordination and agility. | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Sports Day Challenges L.O. To use physical skills to perform and participate in races and team games. | precision and accuracy when engaging in activities that involve a ball. Yoga - Yoga for Wild Kids! https://www.youtube.com/watch?v=IFbWNmzPByQ L.O. Develop overall body-strength, balance, co-ordination and agility. |
| PHYSICAL DEVELOPMENT Fine Motor Skills <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 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. | FMS/Tools Water play toys. Pouring and scooping. L.O. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Trace and form letters b and d correctly. L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient. | FMS/Tools Use scissors to cut the different wild animals and their homes to stick and create a zoo. L.O. I can use scissors with increasing control. Form common capital letters, link to the beginning of a sentence. L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient. | FMS/Tools Cutting strips of coloured paper to weave in and out to create own basket based on Handa's Surprise. L.O. I can use scissors with increasing control. Form common capital letters, link to the beginning of a sentence. L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient. | FMS/Tools Cutting and sticking crocodile's teeth. Use textured scissors to create zig-zag patterns. L.O. I can use scissors to snip. Use toothbrushes to create splatter art pictures, see EAD. Form lowercase f, e, k, x and z. L.O. Develop the foundations of a handwriting style which is fast, accurate and efficient. | FMS/Tools Playdough with real knives and forks. Practice using cutlery to cut up playdough sausages. L.O. I can use a knife and fork correctly. Practice sitting letters on the line, with tails hanging underneath. y, j, g, f L.O. To form letters correctly, with tails hanging under the line. | FMS/Tools Make your own sandwich tea! Use a knife to butter, spread jam and cut the sandwich. L.O. To use a knife safely and effectively. Practice tall letters. t, l, b, k, h, d. L.O. To form ascending letters correctly. | FMS/Tools Use a serrated child's safety knife to chop up fruit to make own fruit kebab. L.O. To use a knife safely and effectively. Practice up and down the same line letters. i, l, t, p. L.O. To form ascending letters correctly. |
| LITERACY Word Reading <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Phonics: Review phase 3. Blend CVCC and CCVC phase 4 words, no phase 3. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 2 tricky words: I, no, the, to, go, into. L.O. To read words and simple phrases and sentences. | Phonics: Review phase 3. Blend CVCC and CCVC phase 4 words. No phase 3. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 3 tricky words: he, me, we, she, be, you. L.O. To read words and simple phrases and sentences. | Phonics: Review phase 3. Blend CVCC and CCVC phase 4 words with digraphs. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 3 tricky words: are, her, was, all, they, my. L.O. To read words and simple phrases and sentences. | Phonics: Review phase 3. Blend CVCC and CCVC phase 4 words with digraphs. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 4 tricky words: said, have, like, so. L.O. To read words and simple phrases and sentences. | Phonics: Introduce phase 5: ay, ea. Blend CVCC and CCVC phase 4 words with digraphs. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 4 tricky words: some, come, do. L.O. To read words and simple phrases and sentences. | Phonics: Introduce phase 5: ou, ow. Blend polysyllabic words phase 2, 3, and 4. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 4 tricky words: little, one, were, out. L.O. To read words and simple phrases and sentences. | Phonics: Introduce phase 5: oy, ue. Blend polysyllabic words phase 2, 3, and 4. L.O. To know groups of letters make digraphs and tri-graphs. Word Reading: Phase 4 tricky words: there, what, when. L.O. To read words and simple phrases and sentences. |
| LITERACY Comprehension <ul style="list-style-type: none"> Re-read what they have written to check it makes sense. Re-read these books to build up their confidence in word | Story Time: Rumble In The Jungle L.O. To rehearse a poem and recite from memory. | Story Time: Dear Zoo L.O. To retell the story using own words. | Story Time: Handa's Surprise L.O. To retell the story using own words. | Story Time: The Enormous Crocodile L.O. To recall the main events in the story. | Story Time: The Koala Who Could L.O. To use talk partners to answer questions based on | Story Time: The Tiger Who Came To Tea L.O. To recall the main events in the story. | Story Time: Whose Habitat Is That? L.O. To use talk partners to discuss animal habitats. |

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| reading, their fluency and their understanding and enjoyment. | <p>Guided Reading: L.O. To re-read a word or sentence to check it makes sense.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> | <p>Guided Reading: L.O. To begin blending small words internally.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> | <p>Guided Reading: L.O. To talk about your favourite part of the book.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> | <p>Guided Reading: L.O. To know that some books are Non-Fiction and contain facts or real information.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> | <p>the story.</p> <p>Guided Reading: L.O. To know that some books are Non-Fiction and contain facts or real information.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> | <p>Guided Reading: L.O. To describe a story character or setting.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> | <p>Guided Reading: L.O. To talk about what happened at the beginning and the end of the book.</p> <p>Independent Reading: Phase 2, 3 and 4 words, captions and sentences.</p> |
| <p>LITERACY</p> <p>Writing</p> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>Reading</p> <ul style="list-style-type: none"> Re-read what they have written to check it makes sense. | <p>Guided Task: I went to the jungle and I saw..Play the memory game using the toy wild animals. Children to write words to describe the animals they saw: spotty cheetah, big elephant, etc.</p> <p>L.O. To apply phonic skills to segment and spell words.</p> <p>Independent Writing: To write two or more clues to describe the hidden wild animal.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Spelling: Key Words, set 8 - you, her, play, are, for.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Segment CVCC and CCVC phase 4 words, no phase 3.</p> <p>L.O. I can segment and write CCVC words without digraphs.</p> | <p>Guided Writing: To write a simple letter to the Zoo, telling them about your favourite zoo animal.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Independent Writing: Write about what 'Ted' saw when he went on safari.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Spelling: Key word spelling review.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Segment CVCC and CCVC phase 4 words. No phase 3.</p> <p>L.O. I can segment and write CCVC words without digraphs.</p> | <p>Guided Task: Make and taste smoothies, make a word bank for smoothie writing next week.</p> <p>L.O. To apply phonic skills to segment and spell words.</p> <p>Independent Writing: To write a letter to the zoo, asking them to send a pet.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Spelling: Key Words - target lesser known words.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Segment CVCC and CCVC phase 4 words with digraphs.</p> <p>L.O. I can segment and write CCVC words and words with digraphs.</p> | <p>Guided Writing: How to make a smoothie? Children to write a simple recount of making a smoothie.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Independent Writing: How to keep my teeth clean.</p> <p>L.O. To rehearse and write a sentence, applying phonics and spelling key words, remembering word spaces and a full stop.</p> <p>Spelling: Key Words - target lesser known words.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Segment CVCC and CCVC phase 4 words with digraphs.</p> <p>L.O. I can segment and write CCVC words and words with digraphs.</p> | <p>Guided Writing: To write a letter to your new year 1 teacher.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Independent Writing: Read and remember a sentence in order to write it down.</p> <p>L.O. Spelling: Key Words - target lesser known words.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Segment CVCC and CCVC phase 4 words with digraphs.</p> <p>L.O. I can segment and write CCVC words and words with digraphs.</p> | <p>Guided Writing: Writing Assessment -To write a letter to the Tiger, inviting him to tea.</p> <p>L.O. To rehearse and write several sentences independently using the writing check success criteria.</p> <p>Independent Writing: Non - Fiction To write an information leaflet for their favourite animal.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Spelling: Key Words - target lesser known words.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Segment polysyllabic words phases 2, 3, and 4.</p> <p>L.O. I can Segment and write polysyllabic words, phases 2, 3, and 4.</p> | <p>Guided Task: What I liked best in reception? Draw and write about your favourite memory. This will be made into a book to place in the year 1 classroom.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Independent Writing: Children to choose own task.</p> <p>L.O. To rehearse and write two or more sentences independently using the writing check success criteria.</p> <p>Spelling: Key Words - target lesser known words.</p> <p>L.O. I can spell key words from memory.</p> <p>Phonic Words - Blend polysyllabic words phase 2, 3, and 4.</p> <p>L.O. I can Segment and write polysyllabic words, phases 2, 3, and 4.</p> |
| <p>MATHEMATICS</p> <p>Number</p> <ul style="list-style-type: none"> Subitise (to 5). Automatically recall number bonds for numbers 0-10 and some double facts. (Recall to 5 without reference to rhymes). | <p>Maths Assessment</p> <ul style="list-style-type: none"> Counting to 20. Subitise to 5 Number bonds to 5. <p>L.O. Subitise to 5. Recall number bonds to 5. Count to 20 accurately.</p> | <p>Part-whole models</p> <p>To explore the composition of number 5. Using counters explore the different number combinations to make 5. Using the stem sentence 4 and 1 makes 5. 3 and 2 makes 5. 5 and 0 makes five. Extn- To explore composition of 6.</p> <p>L.O. To explore the composition of number 5. To learn about part whole models.</p> | <p>Subitise Bingo</p> <p>Each board contains different representations of numbers one to five, such as five-frames, fingers, number shapes and dots. TA to call a number between one and five and the children can cover the representation that is on their board with a counter.</p> <p>L.O. To recognise quantities without counting. To subitise to 5.</p> | <p>Practising counting beyond 20.</p> <p>Encourage children to notice the number pattern.</p> <p>L.O. Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Provide a number line with missing numbers, children to cut and stick the missing numbers.</p> | <p>Explore odd and even numbers using a blank number line to 10 and unfix cubes. Colour even numbers orange, odd numbers purple.</p> <p>L.O. To explore the pattern of odd and even numbers.</p> | <p>How many more? Use the counting on method to work out how many more items are needed to reach the target number.</p> <p>Use playdough cakes and numbers on the plates.</p> <p>L.O. To learn the counting on method to work out how many more.</p> | <p>Chalk a large tens frame outside. How many objects did you collect? Compare your collections. Who has more? Who has fewer? How many more or fewer would you need to have the same number as your friend?</p> <p>L.O. To compare numbers and quantities.</p> |
| <p>MATHEMATICS</p> <p>Numerical Patterns</p> <ul style="list-style-type: none"> Compose and | <p>Have numicon shapes to 10 around the class. Give</p> | <p>Sharing/Halving</p> <p>It is feeding time at the zoo! Can you</p> | <p>Double and halving animal problems</p> <p>Tell a doubling /</p> | <p>Even and Odd</p> <p>Place the number shapes into a bag.</p> | <p>Compare quantities up to 10.</p> <p>Recognising when</p> | <p>Odd and even buses.</p> <p>Count the passengers on the</p> | <p>Building bricks - addition and subtraction.</p> |

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| <p>decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> | <p>children a numicon shape each and ask them to find another one the same to make a double. Encourage them to say the double they have found e.g Double 5 is 10.</p> <p>L.O. To recall some double facts.</p> | <p>share the food out equally so that the animals all receive the same amount? Can you use your double and halving knowledge? L.O. To recall double facts. To explore how quantities can be distributed equally.</p> | <p>halving story. Children decide on answer. i.e. 6 animals were drinking. Half of them went off, how many were left. Children to use wild animal toys to represent in a practical context.</p> <p>L.O. To recall double number facts. To recall halving number facts.</p> | <p>Ask the children to feel inside the bag and find an odd number. How did they know it was odd? Can they find an even number? Can they sort the number shapes into odd and even? Can we line them up to see the odd, even, odd, even pattern as we count?</p> <p>L.O. Explore and represent patterns within numbers up to 10, including evens and odds.</p> | <p>one quantity is greater than, less than or the same quantity.</p> <p>L.O. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> | <p>bus. Is there an odd or even amount of passengers? Cut and stick the bus and put into either the odd or even column.</p> <p>L.O. Explore and represent patterns within numbers up to 10, including evens and odds.</p> | <p>In partners. Build a tower with 5 cubes to begin with. Taking turns roll the dice and move your counter onto that number of spaces. Look at the number operation shown on the space, add or subtract that number of cubes from your tower.</p> <p>L.O. To know what the + and - symbols represent.</p> |
| <p>RE UtW People, Culture and Communities</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. | <p>RE, Unit F5: Which places are specially valued and why? P28</p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>L.O. I can talk about a special place.</p> | <p>RE, Unit F5: Which places are specially valued and why? P28</p> <p>Look at places of worship – in UK and in other countries. Discuss the different features.</p> <p>L.O. Recognise that some religious people have places which have special meaning for them.</p> | <p>RE, Unit F5: Which places are specially valued and why?</p> <p>Where is a special place for Christians to go?</p> <p>L.O To recognise a church. Recognise that churches can have special meanings for Christians.</p> | <p>RE, Unit F5: Which places are specially valued and why?</p> <p>Where is a Holy place for Muslims to go?</p> <p>L.O To recognise a mosque. Recognise that mosques can have special meanings for Muslims.</p> | <p>RE, Unit F5: Which places are specially valued and why?</p> <p>What is important in a church and a mosque? How are the Holy buildings similar and different?</p> <p>L.O To talk about things that are special and valued in a church and a mosque.</p> | <p>Share the PowerPoint: Around the world with Max and Lemon.</p> <p>Discuss the different settings and locations. How is it the same or different to the place in which they live?</p> <p>L.O. To recognise similarities and differences in a location.</p> | <p>Share the book 'Window'. Discuss the differences and similarities as the book is shared.</p> <p>Reflect on the book. What is different from the beginning compared to the end of the book? Talk about animal habitats and the need to protect these.</p> <p>L.O. To begin to understand how people change the world in which we live.</p> |
| <p>UtW Past and Present The Natural World</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live. Draw information from a simple map. | <p>Watch and discuss Andy's safari adventure - Andy and the lions.</p> <p>https://www.bbc.co.uk/iplayer/episode/b09sz14g/andys-safari-adventures-series-1-7-andy-and-the-lions?page=1</p> <p>Look at the PowerPoint - 'Go Jettlers Africa'. Discuss the similarities and differences of our local environment and Africa.</p> <p>L.O. Recognise some environments that are different to the one in which they live.</p> | <p>Create a large map representation of a zoo. Use duplo figures to navigate around the map. Use extended sentences to explain how to get to different parts of the zoo from a given point.</p> <p>L.O. To draw information from a simple map.</p> <p>Watch and discuss Andy's safari adventure - Andy and the snow leopard.</p> <p>https://www.bbc.co.uk/iplayer/episode/m0002ktb/andys-safari-adventures-series-1-21-andy-and-the-snow-leopard</p> <p>L.O. Recognise some environments that are different to the one in which they live.</p> | <p>Watch and discuss Andy's safari adventure - Andy and the African Penguins.</p> <p>https://www.bbc.co.uk/iplayer/episode/b0b3fm6r/andys-safari-adventures-series-1-17-andy-and-the-african-penguins</p> <p>Compare the setting of Handa's Surprise to our local environment.</p> <p>L.O. Recognise some environments that are different to the one in which they live.</p> <p>Continuous Provision - create a tuff spot story to re-tell Handa's Surprise.</p> | <p>Watch and discuss Andy's safari adventure- Andy and the Coati.</p> <p>https://www.bbc.co.uk/iplayer/episode/m0002kw6/andys-safari-adventures-series-1-23-andy-and-the-coati</p> <p>Look at 'Doris the Loris' Rainforest information PP. Compare the rainforest to our environment.</p> <p>L.O. Recognise some environments that are different to the one in which they live.</p> | <p>Create and design a large map of a zoo/safari - use remote controlled cars to visit different parts of the map.</p> <p>L.O. To draw information from a simple map.</p> <p>Watch and discuss Andy's safari adventure- Animals that live in Australia.</p> <p>https://www.bbc.co.uk/iplayer/episode/b01klvks/andys-wild-adventures-series-2-3-marsupials</p> <p>Create a tuff spot of Australia fact books and maps.</p> | <p>Explore seaside holidays past and present. Discuss the similarities and differences.</p> <p>L.O. Know some similarities and differences between things in the past and now.</p> | <p>Have a range of photographs of different habitats where Wild Animals live. Discuss what types of animals will live in certain habitats and why they think that. How is the environment different and the same to the one where we live. Leave photos out in provision for children to discuss and explore.</p> <p>L.O. Recognise some environments that are different to the one in which they live.</p> |
| <p>EXPRESSIVE ARTS AND DESIGN Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. | <p>Music</p> <p>Use percussion instruments - can you find an instrument to represent an African animal? Explain why you have chosen this</p> | <p>Dance Performance</p> <p>Watch the African dance performance. In small groups or learning partners, talk about how it made them feel and what they liked about it.</p> | <p>Music</p> <p>Learn the 'animal song'.</p> <p>https://www.youtube.com/watch?v=wCfWmlnJl-A</p> <p>Record for children to watch and discuss next week.</p> | <p>Music</p> <p>Watch last week's performance of 'the animal song'. Discuss what they liked about it, how it made them feel etc?</p> <p>L.O. Watch and talk</p> | <p>Music</p> <p>Explore use of percussion instruments to represent the animals from the story Handa's Surprise. Retell the story using the instruments and the</p> | <p>Dance</p> <p>Watch, learn and perform the 'tiger' dance.</p> <p>https://www.youtube.com/watch?v=Y-ksAIIueno</p> <p>Can you think of your own tiger</p> | <p>Dance</p> <p>Watch, learn and perform 'I like to move it' dance.</p> <p>https://www.youtube.com/watch?v=ziLHZekbMUo</p> <p>In groups compose</p> |

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| | <p>instrument and played it in this way?</p> <p>L.O. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>https://www.youtube.com/watch?v=P7jX9eNEz4s</p> <p>L.O. Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>L.O. Explore and engage in music making and dance, performing solo or in groups.</p> | <p>about dance and performance art, expressing their feelings and responses.</p> | <p>story sack.</p> <p>L.O. To explore the use of percussion instruments to represent the animals in the story.</p> | <p>moves?</p> <p>L.O. To engage in dance and perform own dance ideas.</p> | <p>own dance to the song.</p> <p>L.O To engage in dance and perform own dance ideas.</p> |
| <p>EXPRESSIVE ARTS AND DESIGN Creating with Materials</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. | <p>Create a wild animal using own handprints. Use a range of craft resources to add other artistic effects.</p> <p>L.O. I can choose resources to make different artistic effects.</p> | <p>Use crayons to draw a simple lion's face. Explore using different materials and texture techniques to add the mane.</p> <p>L.O. I can choose resources to make different artistic effects.</p> <p>Father's day art elephant handprint cards.</p> | <p>Mix orange WWPP Full twist to make a basket of oranges based on Handa's basket in the story.</p> <p>L.O I can choose resources to make different artistic effects.</p> | <p>Use toothbrushes to create a splatter print animal outline.</p> <p>L.O. I am learning to use a brush to make a splatter effect.</p> | <p>Use crayons and pastels length ways to create a sunset background for a silhouette animal picture.</p> <p>L.O. I am learning to use crayons and pastels to create a specific effect.</p> | <p>Use black paper to draw, cut and add an animal and tree silhouette to the sunset picture.</p> <p>L.O. To learn how to create a 'silhouette' image.</p> | <p>Read the story of Elmer. Cut a small milk container into the shape of an elephant. Create a patchwork elephant using collage material.</p> <p>L.O. To learn how to create art from recycled materials.</p> |

CHARACTERISTICS OF LEARNING

| Playing and Exploring | Active Learning | Creating and Thinking Critically |
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| <ul style="list-style-type: none"> Realise that their actions have an effect on the world, so they want to keep repeating them. Do things independently that they have been previously taught. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. | <ul style="list-style-type: none"> Use a range of strategies to reach a goal they have set themselves. Keep on trying when things are difficult. | <ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. |

Early Learning Goals

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| <p>Communication and Language <i>Listening, Attention and Comprehension</i></p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Engage in conversation when engaged in back and forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small groups, share and use to one discussion, offering their own ideas, using recently introduced vocabulary. Use a range of simple words, phrases and sentences to describe their own ideas, feelings, thoughts and actions when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of appropriate tenses, and making use of conjunctions, with modeling and support from their teacher. <p>Understanding the World <i>Race and Religion</i></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between people of the past and how different to their experiences and what has been said in class. Understand the main message of religious and stories and events in the Bible and other religious texts. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and other appropriate media. Know some similarities and differences between different religious and cultural communities in this country, showing in their experiences and what has been said in class. Explore some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and other appropriate media. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and different parts of the world, showing in their experiences and what has been said in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>Personal, Social and Emotional Development <i>Self-Regulation</i></p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate reactions when appropriate. Give focused attention to what the teacher says, responding appropriately when engaged in activities, and show an ability to follow instructions involving several steps or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Show interest in new activities and show independence, resilience and persistence in the face of challenges. Explore the reasons for rules, know right from wrong and try to follow accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <p>Expressive Arts and Design <i>Creating with Materials</i></p> <ul style="list-style-type: none"> Explore and experiment with a variety of materials, such as clay, wood, paper, fabric, paint and cardboard, using them to create simple objects, forms and functions. Show their creativity, exploring the possibilities they have found. Make use of paper and materials when using planning (characters in narratives and stories). <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Improvise, adapt and recount narratives and stories with peers and their teacher. Engage in a range of role-play activities, puppets and songs. Use their own ideas, actions, gestures and simple objects, such as puppets, to tell stories and create narratives, and show an ability to move in time with music. | <p>Physical Development <i>Fine Motor Skills</i></p> <ul style="list-style-type: none"> Regulate space and object use, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Show awareness of safety when running, jumping, climbing, hanging, swinging and climbing. <p>Handwriting</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and rollers. Begin to show accuracy and care when drawing. <p>Library <i>Comprehension</i></p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by making stories and narratives meaningful using their own words and using appropriate actions. Recognise letters associated by simple rhymes. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, poems and games and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge to support fluency. Read about simple sentences and books that are consistent with their phonics knowledge, including some simple non-fiction texts. <p>Spelling</p> <ul style="list-style-type: none"> Write recognizable letters, most of which are commonly taught. Spell words by identifying sounds in them and representing the sounds with letters or marks. Write simple phrases and sentences that can be read by others. |
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