



Amazing Animals



Children's current knowledge, skills, interests and experiences	The children need...	Intention (based on the needs of the children at the end of the previous half term)
- Upton Country Park - Farmer Palmers - Longleat - Moors Valley - Pets - dogs, cats, lizard, horse, guinea pigs, rabbits - Marwell Zoo - Dinosaurs - Lytchett Bay - Hamworthy beach - Upton Heath – cows, lizards, slow worms, ponies - Monkey World - The Sealife Centre - Oceanarium	- Hatching butterflies - one per class - Allotment time/gardening - Minibeast hunts – digging area - Sparkly starter – trip to Oceanarium (Wednesday 23rd April & Thursday 24th April) - Visitor with animals e.g. Dave Cherry – DATE TBC - Fab finish – pet show - Pets- children to show pets on Tapestry during Time Together - Non-fiction texts - Woodland area - Virtual animal tours (zoos, farms, etc.) / live cams	- Letter formation – ascenders and descenders 1 less than up to 10 - Handwriting - children to continue to practise writing using the yellow guidelines - Red word spellings - Number recognition/writing 10-20 - Subitising 6 to 10 on a tens frame - Managing feelings/emotions – worry monster, transitions (preparation for Year 1) - Reading/writing stamina - Writing – capital letters, finger spaces, writing for purpose - Special friends sound recognition - Boys writing – motivators - Listening and attention skills

Personal, Social and Emotional Development		Enquiry questions: What makes animals amazing? 	Communication, Language and Literacy	
What do we want the children to learn?	What learning opportunities will we provide?		What do we want the children to learn?	What learning opportunities will we provide?
To show sensitivity towards others' needs To be able to regulate their own behaviour with support if needed To begin to work towards their own goals and demonstrate some resilience if challenges occur To show independence when choosing own activities To understand and put into practice all the things they need to do on our 'Brilliant' charter To independently manage their own personal hygiene e.g. handwashing To understand how to keep themselves safe when playing and using equipment To play collaboratively with others and know how to take turns and share	Recall time- being able to talk about any challenges and how they overcame them Marvellous Me Worry monster Learning critters Critterificates- focussing on children demonstrating characteristics of learning Brilliant charter- linked to recognition boards and reinforced throughout the day PSHE 'Jigsaw' sessions - 'Relationships' Stormbreak activities	Sparkly starter Trip to Oceanarium Tapestry- videos / photos of pets for children to show Oracy focus: can the children speak in full sentences using a range of descriptive vocabulary. Asking questions to Oceanarium staff about what they have seen.	To listen attentively and respond with comments, ideas or questions during whole class sessions How to answer questions in full sentences to demonstrate understanding To begin to give explanations to simple questions when answering To hold simple back and forth conversations with their peers To use recently introduced vocabulary from key texts and story maker sessions To be able to innovate familiar stories orally using their own ideas To be able to offer their own explanations about why things happen To use full sentences which include past and present tenses To begin to make more use of conjunctions when talking in full sentences	Pet shop role-play (linked to children's own experiences) Marvellous Me Maths meetings e.g. I know...because... Modelling reasoning skills Recall time Visits from members of the local community- asking who, what, why questions Sticky kids on Friday AT PMs – listening to instructions Story maker- The Very Hungry Caterpillar Drawing Club Traditional tales Story language and story sequencing cards in small world and reading areas Puppets linked to key texts Reading area- non-fiction books about animals the children are interested in

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
To understand some ways to keep safe when negotiating space, others and obstacles To move in a variety of ways e.g. skipping, hopping, crab walking, hand and feet To be able to throw and catch a range of small apparatus To be able to throw underarm towards a target To be able to kick a ball at a large target To know how to jump off and object safely To be able to control a pair of scissors to make cut along a straight line To demonstrate strength, balance and co-ordination when playing	P.E.- Sports Sports day practise Use of hall apparatus during Adventure Time on a Monday – climbing, balancing, travelling in different ways, negotiating space, sensory circuits. Sticky Kids on a Friday during AT – travelling in different ways Small apparatus to be available during continuous provision, P.E. times and play times Continuous provision for gross motor development e.g. balancing, stepping, swinging, jumping, lifting etc. Storycise Cosmic Kids yoga Funky fingers for fine motor development- based in children's needs Daily active time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing e.g. handing, climbing, pushing and pulling, weight bearing activities, yoga poses, sky writing, body letter formation, co-ordination activities Large construction / Woodland area - animal habitats Craft skills to be taught and differentiated resources to be provided for left-handed children or those needing support



Fab finish

Pet show - parents to bring in pets from home at the end of the day to show with their child.

Reptile visit – Visitor to come in to show the children different reptiles.

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
Can count beyond 20 forwards Count in multiples of 2 to 10 & 10 to 100. Say the number that is one more than a given number within the range 1-20. Children are beginning to read and write numbers to 15 Can order numbers to 15 Beginning to combine two sets to find a total (up to 15) Can take some objects away to find an amount (up to 10) In practical activities and discussion, can use some mathematical vocabulary e.g. more / less / fewer / equals / total / altogether / less than / the same as... Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. To use rhymes, counting or other aids to recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. To know double facts up to 10 and how quantities can be distributed equally. Compare and order three items by length, height and weight Identify containers holding different amounts of liquids, using language such as 'full', 'half full', 'empty' and 'overflowing' To use mathematical language to describe 3D shapes e.g. curved, face, point, cube, cone, sphere Children can use some time vocabulary e.g. o'clock, now, after, before, next, tomorrow, yesterday	NCETM mastering number The Bad Tempered Ladybird (time) The Very Hungry Caterpillar (time) Mr Archimedes' Bath- (capacity) Who Sank the Boat? (capacity) White Rose maths- On the move, Superhero to 20 and beyond Providing opportunities to explore 1-20, capacity, height, length, distance and 3D shapes in the continuous provision and set up of the classroom environment Voting for the favourite book for story time Daily Maths Meetings Interactive displays linked to current learning

Literacy			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Knows all Set 1 and the 2 special friends: ar, or, air Can read words with ay, ee, igh, ow, oo, <u>oo</u> sounds Read aloud books that are consistent with their phonic knowledge, without guessing words. Accurately recall key events from their reading. Read all EYFS common exception words including: like, was, all, is, so Demonstrate understanding of what has been read to them by retelling familiar stories Anticipate (where appropriate) key events in stories. Use recently introduced vocabulary during discussions about stories Read aloud simple sentences and books that are consistent with their phonic knowledge	Non-fiction texts- lifecycles, animal fact books RWInc daily - (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 / Green or purple books 1-10 / Pink books 1-10 Non-fiction books (favourite animals) in the reading area Story maker- The Very Hungry Caterpillar Storycise RWInc intervention groups Daily story times Red word castles Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers Home learning (Tapestry)- videos modelling set 1 and 2 'special friends', blending 4 sound words and ccvc/ cvcc words, sentence writing and red word reading Ditties sheets / red books / green or purple books / pink books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision	Children can form most of their letters correctly Beginning to form some capital letters correctly The pupil can segment and spell cvc, ccvc and cvcc words using Fred Fingers. Can use Set 1 and some Set 2 'special friends' in spelling. With support, can write short sentences with words containing known sound-letter correspondences using finger spaces and full stops. With support, can write linking sentences using 'and' To be able to innovate familiar stories using their own ideas With support, can re-read what they have written to check that it makes sense. Can spell all the 'red' common exception words including: like, is, all, so, was Can write simple phrases and sentences that can be read by others	Writing lifecycle diaries e.g. chicks / frogs / butterflies Innovating stories – Story Maker, story maps, different versions or books, storymaker, drama Writing fact books about favourite animals for reading area Squiggle whilst you Wiggle – daily session to write sentence writing with full stops, finger spaces Drawing Club – daily session Writing recounts of school trips or visitors Red word castles Daily name practice Mark making and segmenting opportunities in continuous provision inside and out e.g. writing labels for models, role-play area, writing caves etc. Daily RWInc. – practising the sound of the day and green words Handwriting skills to be taught in Squiggle whilst you Wiggle Opportunities to develop story writing and segmenting skills in the continuous provision Intervention groups- handwriting, names, segmenting and letter formation Home learning (Tapestry)- videos modelling writing Set 2 'special friends', 4 sound words, ccvc/ cvcc words, red words, capital letters and a 'hold a sentence' Story maps displayed in the writing and reading areas Writing cave

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
To explore and use a range of materials e.g. paint, collage, malleable materials, junk modelling, glues and tapes To be able to sing a range of songs and rhymes from memory and experiment with different ways of changing them e.g. pitch, dynamics, tempo etc. To be able to listen to a range of music and talk about what they hear, how it makes them feel and their likes and dislikes	Making models / masks / costumes for favourite 'Amazing Animal' parade for school and parents Skills to be specifically taught to children e.g. colour mixing and collage, mark making, joining techniques for junk modelling Daily singing / rhythm and rhyme built into inputs Weekly music sessions- Sing Up Music curriculum Healthy eating café- children to cook and prepare healthy snacks

Understanding the World	
What do we want the children to learn?	What learning opportunities will we provide?
To understand the difference between healthy and unhealthy foods To understand the basic lifecycles of animals e.g. butterflies / frogs and chickens To investigate, compare and contrast different animal habitats and their climates To learn to comment and ask questions about the world around them e.g. How do things grow? What has changed? Why are there no dinosaurs now? How is it different? What happened? Why? To look for similarities and differences in plants and animals To observe the changes that happen to plants and animals as they grow To look closely at the structure of different plants and animals	Topic time based on 'Healthy Eating' using The Very Hungry Caterpillar Healthy eating cafe Lifecycles- hatching butterflies in a net / eggs in an incubator / tadpoles in a tank Minibeast hunts Gardening club – Topic time weekly Dinosaur small world Dinosaur poo- herbivores / carnivores / omnivores Woodland time- minibeast hunts Allotment time- gardening areas for planting / minibeast hunts- linked to 'The Very Hungry Caterpillar' Life cycle diaries in the writing area CBeebies- Andy's Dinosaur Adventures / Minibeast Adventures with Jess Sharing non-fiction books in topic time and reading area Daily maths meeting- weather and seasonal change Learning critters- thinking tiger and linking leopard

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To understand how to use some IT equipment and know what it is used for and some key vocabulary To know about different festivals that are celebrated around the world- compare and contrast with the ones the celebrate	Exploring outside environment- animals, plants, seasonal change, weather etc. Creative and critical thinking skills Topic time- Eid (May)- Muslim festival
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Parents	
Parents	Home learning
Important dates: Tuesday 22 nd April – UIS & UJS INSET day Wednesday 23 rd April – Children back at school Wednesday 23 rd April – Dragonflies & half of the Ladybirds for Oceanarium trip Thursday 24 th April – Caterpillars & half of the Ladybirds for Oceanarium trip. Pet day – date TBC Reptile visitor – date TBC Monday 15 th April- children start back at school Monday 5 th May – May Bank Holiday Tuesday 20 th May – Dental checks for Reception children Monday 22 nd April – Reptile Visitor Thursday 2 nd May – Dr. Bike Friday 6 th May- Bank Holiday Friday 23 rd May- last day of school before half term break	Doodle Maths RWInc ‘learn to read’ books and home learning sent home on Fridays Reading books- collected in on Mondays and issued on Tuesdays

Topic Vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging specific vocabulary)
Grow Egg Caterpillar Butterfly Tadpole Frog Chick Chicken Healthy Unhealthy First Next Then Fruit Days of the week Same Different Minibeasts	Observe Lifecycle Cocoon Frogspawn Finally o'clock Duckling Piglet lamb Mango Passionfruit Avocado Pineapple Celebration Desert Arctic Jungle Ocean Seaside	Metamorphosis Protein Dairy Vitamins Minerals Carbohydrates Eventually Foal Calf Savannah Rainforest Antarctic
Word of the Week		
(based on the words used in our daily Drawing Club sessions)		
For example: Week 1 - ‘Where the Wild Things Are’- escapade, vegetation, navigate, disembark, coronation, shimmy, evade, irritated		

Key texts
The Very Hungry Caterpillar (Story Maker / healthy eating) The Bad Tempered Ladybird (time) The Teeny Weeny Tadpole (lifecycles) The Crunching, Munching Caterpillar (lifecycles) The Ugly Duckling (lifecycles) Handa’s Surprise (healthy eating)

Impact of Spring 2 curriculum		Next steps	
			
			
			