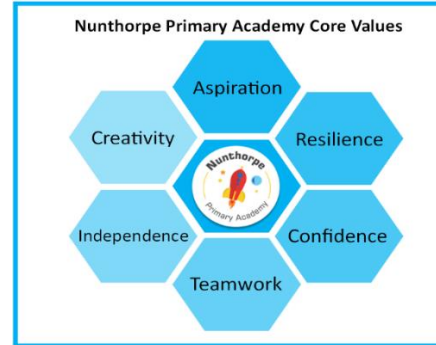


Animals



Characteristics of Effective Learning		
Playing and exploring – engagement	Active Learning – Motivation	Creating and thinking critically
Finding out and exploring Playing with what they know Being willing ‘to have a go’	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do.	Having their own ideas Making links Choosing ways of doing things
Intent, Vision & Values		
This topic explores the theme of animals. It incorporates elements of caring for the natural world, exploring different types of animals and their habitats. Children will investigate pattern, colour and texture looking at animal fur and skin. They will also engage in activities that involve comparing heights, sizes, weights and animal footprints, through the story of Dear Zoo. Learners will discuss facts about animals, their habitats and their transition from birth to an adult. Circle time will be strategically planned to support progression of knowledge and provide children with the opportunities to discuss and share ideas as well as ask questions.		
Communication and Language	Skills	Overview
Listening and Attention	<ul style="list-style-type: none"> Children will listen to topic stories and choose books they would like adults to read, recalling key information. Children will enjoy using key phrases and rhymes from topic stories. 	Children will enjoy reading Dear Zoo and choose other topic books to share and listen to. They will enjoy retelling these and acting them out using the puppet show and small world resources. Circle time opportunities will provide children with time to share their experiences of animals and learn new information and facts about species. The role play area will be turned into a jungle for the



<p>Speaking</p>	<ul style="list-style-type: none"> Pupils will ask simple questions and give explanations based on their knowledge and curiosity. 	<p>children to be explorers. The children will explore different animals, habitats and environments. The children will use props such as binoculars and notebooks to act out their expedition in the jungle. Adults will model and support conversations, listening and responding skills while working with children in the role-play area. Children will be encouraged to follow instructions during focused sessions and BLAST activities. Weekly baking and focused snack sessions will allow children to follow directions and listen to others in small groups.</p> <p>The investigation station will allow children to investigate different textures, including fur, leather, bumpy and smooth objects which can be compared with animal skin/ shells. The small world and role play areas will be turned into an Explorer’s Expedition station where the children can retell stories whilst acting as explorers. Children will be supported by adults in this area so they can ask questions and be scaffolded in using books and computers to retrieve information and recall facts.</p>
-----------------	--	--

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none"> Self- Regulation 	<ul style="list-style-type: none"> Children will increasingly share resources with peers, independently, sometimes with support from an adult to resolve conflict. 	<p>Children will be supported to work alongside their peers in different areas of the classroom. Children will be praised and rewards will be given for kind behaviour, sharing and taking turns. Elmer the Elephant stories will be used to discuss behaviour, friendship and the consequences/ positive results of our own</p>



- Managing Self

- Building Relationships

- Children will take ownership and responsibility of tasks/roles within the classroom. E.g tidying away the resources they have used.
- Children will enjoy developing friendships, playing with friends and using experiences/memories to inform play.

actions on others. The children will talk about how they can be kind to others.

P.E, yoga and outdoor play will continue to support children to work in various environments and confidently follow the rules and expectations in these lessons. Children will continue to focus on tidying up and start to develop their own independence with their socks, shoes and coats. Children will also be encouraged to help others while doing this.

Children will also select their own activities with some independence. Stickers, rocket behaviour system and verbal praise will be given for good behaviour and work.

The children will talk about their own experiences of visiting a zoo or farm. They will have the opportunity to talk about their own pets or family pets they may have visited. The children will share their experiences of Easter, this may be going to Church, going on an egg hunt or having a family meal.

Children will be directed to the jungle and small world areas of the classroom. They will work in small groups and be supported to share ideas to develop play. Children will have the opportunity to form and develop friendships by playing group games. Children will play games such as walking through the jungle, farmers in his den, we're going on a lion hunt, down in the jungle, what can you see?

Children will continue to build on previous friendships, sharing common interests with others. Children will welcome new children into nursery and have the opportunity to work with nursery and reception children throughout the setting.



Physical Development	Skills	Overview
<ul style="list-style-type: none">• Gross Motor Skills • Fine Motor Skills	<ul style="list-style-type: none">• Experiment and be creative with ways to move.• Jumps off an object and lands appropriately on two feet. • Continue to use one handed tools and equipment as they are scaffolded by adults.• Comfortably holds a pencil between their thumb and two fingers, no longer using a whole hand grasp.• Can accurately copy some letters from their name using name cards and letter sounds learned from phonics.	<p>The children will practice using their gross and fine motor skills in our explorers expedition station where they will practice putting on clothing such as gloves, scarf, hat and coats. They will spend time playing in the EYFS outdoor area and on the adventure playground to experiment with ways of moving. P:E lessons will focus on movement and provide children with a chance to play team games. They will move around obstacles to avoid the lion at the end of their hunt. Children will read the story, walking through the jungle, they will move in different ways as suggested in the story.</p> <p>Children will complete weekly mark making activities based on the story or current interest of the children. Children who struggle with pencil grasp will be supported by physical interventions 2/3 times a week. Weekly tinker table activities such as, making pasta snakes, threading jungle animals, making binoculars, placing beads on spotty snakes and cutting jungle animals will be planned to support fine motor development. Children will use name cards to practise name writing each week.</p>

Literacy	Skills	Overview
<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Demonstrate an understanding of prepositions such as 'under', 'on top' and 'behind'• Understands that books and computers are a way of retrieving information as they learn about different animals.	<p>Children will show an understanding of prepositions as they act out the story Walking Through the Jungle. Jungle animals will be used to practise using prepositional language. Children will be asked to place an animal in a certain position and then play an eye spy/ Simon says game to give their own instructions.</p>



• **Word Reading**

- Enjoys listening to and willingly joins in with stories and poems on a one-to-one basis and within a small group.
- Joins in with repeated refrains and can anticipate key events and phrases in rhymes and stories.
- Demonstrates curiosity and interest in illustrations and print within books and the familiar environment.

- Show an interest in books by looking at books independently.
- Understands the importance and handles books with care.
- Begin to link sounds to letters.

• **Writing**

- Frequently give meaning to marks they make as they draw, write and paint.
- Uses their developing phonological awareness to suggest rhymes and continue a rhyming string.

Children will be able to retell both topic stories using repeated refrains and phrases. They may also apply this in role-play, puppet play, mark making activities and the explorers expedition station. Children will listen to a range of stories, which are linked to the key texts for the term (see below for some examples). Children will listen to rhyming stories and practise alliteration and rhyme when completing phonics activities. Children will answer questions about the key texts, using their knowledge of the text and illustrations to support recall.

Through focused phonic teaching, N2 children will begin to identify phonics sounds. Adults will support children to sort objects by initial sounds. Children who have a secure understanding of letter sounds and initial sounds will begin to aurally blend sounds in simple words. E.g can you find the c-a-t?

N2 Children will use the handwriting rhymes in phonics sessions to begin to learn letter formation. Children will use whiteboards and pens to practise writing letters. A variety of mark making/ writing opportunities linked to the jungle animal topic and the books listed below will give children opportunities to make marks and form letter sounds to represent spoken words and phrases. There will also be opportunities for children to write freely and independently for a variety of purposes. Possibilities include writing lists for jungle expeditions (what will I take?) Making a jungle explorer book and labelling the animals inside, writing a letter to the zoo, making a thank you card to the zoo, Easter



cards, labelling animal cages etc. These will be early mark making opportunities. Children will explain what they have written while discussing writing with adults.

Mathematics	Skills	Overview
<ul style="list-style-type: none">• Number • Number Patterns	<ul style="list-style-type: none">• Children will count objects and understand that the last number reached is the overall number.• Compare two groups and say when they have the same amount.• Children will demonstrate an interest in numerals in the environment as they use them during play. • Children will use shapes in the classroom to build models and express ideas.• Use positional vocabulary to describe relative position. E.g under, on top of, next to.• Orders and make comparisons between two or three objects/animals by height and length.	<p>Children will sing number songs at the start of maths sessions. They will join in with singing and use actions and fingers to practise counting and representing numbers. Numbers will be used in the role-play, small world and construction areas for children to use in independent play.</p> <p>Children will use shapes to create animal pictures. They will use tasks appropriately in play to create enclosures/ build a zoo. The children will use shapes in creative activities such as making animal masks. The children will begin to name and compare common 2D shapes.</p> <p>Children will use positional language during P.E sessions and while using small world resources, e.g. The elephant is behind the tree. The children will use the Dear Zoo animal cages to compare and order objects by height and length. The children will also use animals to compare height, e.g. giraffes and frogs and look at their footprints. Children will explore different features of animals and begin to group them according to different categories.</p> <p>Children will use animals and counting resources to compare small groups of objects. They will also practise subitising amounts, practising how to recognise small amounts without counting them.</p>



		Children will use counting while retelling the topic stories, they will count the animals in the zoo, create simple bar graphs for favourite animals/ pets.
--	--	---

Knowledge and Understanding	Skills	Overview
<p>Past and Present</p> <p>The Natural World</p> <p>People, Cultures and Communities</p>	<ul style="list-style-type: none"> • Develop an understanding of growth and change over time. • Remembers and discusses significant events in their own experience. • Demonstrate increasing care and concern for living things and the environment. • Shows interest in the lives of people who are familiar to them such as their occupation. • Remembers and recalls significant events and enjoys discussing these in their own experience. 	<p>Children will look at animals and their young; they will match the animals to the correct partners. They will talk about how the animals have changed over time and compare it to how we change from a baby.</p> <p>The children will talk about Easter celebrations and family gatherings they have experienced.</p> <p>Children will explore facts about animals and use technology such as the school iPads to investigate different jungle animal facts.</p> <p>The children will talk about the animals in each story, they will explore animal fur and skin in the investigation area of the classroom. The children will talk about how these keep an animal warm and dry. Children will investigate waterproof materials and create their own experiment to test different materials (as a roof) which can keep the animals dry in their 'homes'.</p> <p>Children will discuss their experiences of visiting zoo's and farms. They will speak about the types of people and occupations they encountered and the animals they saw.</p>



		Children will briefly discuss why animals are kept in zoo's, extinction and how to protect animals.
--	--	---

Expressive Arts and Design	Skills	Overview
<p>Creating with materials</p> <p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • Children will explore texture and art techniques that replicate animals. • Children will make imaginative and complex small words within the construction area to represent experiences. • Pupils will draw with increasing complexity and detail. • Explores colour and how colours can be changed through mixing. 	<p>Children will create jungle collage pictures and paintings for a display. The children will create masks of their favourite animals, using various materials to express themselves and their ideas.</p> <p>Children will explore a range of construction resources, in and out of the classroom, to build habitats and cages for the different animals in Dear Zoo.</p>

Trips and Experiences	Possible Linked Texts
<p>Children will go on a lion hunt/ walk through the jungle in the outdoor area.</p> <p>The children will create jungle animal snacks.</p> <p>They will make Easter cards and chocolate nests.</p> <p>Easter Egg Hunt.</p> <p>Parcel delivery from the zoo.</p>	<p>Walking through the Jungle</p> <p>Dear Zoo</p> <p>Giraffes can't Dance</p> <p>Elmer collection</p> <p>Monkey Puzzle</p> <p>Doing the Animal Bop</p>



We're Going on a Lion Hunt
Down in the Jungle
Rumble in the Jungle
The Animal Boogie
Handa's Surprise
Eric Carle- Panda Bear, Panda Bear what do you see?
Eric Carle- Polar Bear, Polar Bear what do you hear?
Eric Carle- Do you want to be my Friend?
(<https://www.youtube.com/watch?v=RktGfbcZotI>)
The Easter Story
We're Going on an Egg Hunt

Assessment

During the first two weeks in Nursery, staff will make skilful observations of the children as they play. This information will be used to identify their starting points in all key areas of development. The observations will be recorded in an entry to Nursery narrative document'.

Staff will also regularly record observations using 'Evidence Me', to document learning within the setting. They may also suggest next steps which parents can read and contribute to digitally. Children will draw their own 'pencil portraits' termly and staff will annotate this, commenting on pencil grip and fine motor development.