

Theme: Our Animals

Spring 1

Themes	Can all animals be pets? <i>Focus Book: Dear Zoo</i>	Hot and Cold Habitats <i>Focus Book: My granny went to market</i>	Who's print is this? <i>Focus Books: Oi Frog and Rumble in the Jungle</i>
---------------	--	---	---

Prime Areas

CL	<ul style="list-style-type: none"> ● Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. ● Understand how to listen carefully and why listening is important. 	<ul style="list-style-type: none"> ● Engage in story times. ● Engage in non-fiction books. 	<ul style="list-style-type: none"> ● Listen carefully to rhymes and songs, paying attention to how they sound. ● Listen to and talk about stories build understanding and familiarity.
PSED	<ul style="list-style-type: none"> ● Think about the perspective of others. 	<ul style="list-style-type: none"> ● Show resilience and perseverance in the face of a challenge. 	<ul style="list-style-type: none"> ● Express their feeling and the feelings of others.
PD	<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, jumping, hopping and skipping) 	<ul style="list-style-type: none"> ● Confidently and safely use a range of large and small apparatus, indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> ● Combine different movement with ease and fluency.

Specific Areas

L	<ul style="list-style-type: none"> ● Form lower case and capital letters properly. ● Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> ● Read a few common exception words matched to the school's phonics programme. ● Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> ● Blend sounds into words so that they can read short words made up of known letter sound correspondences. ● Read a few common exception words matched to the school's phonics programme.
----------	--	--	--

M	<ul style="list-style-type: none"> ● Subitise. ● Understand the 'one more than' and 'one less than' relationship between consecutive numbers. 	<ul style="list-style-type: none"> ● Continue, copy and create repeating patterns. ● Explore the composition of numbers to 10 – focus on 2,3,4 and 5 then move on to bigger numbers. 	<ul style="list-style-type: none"> ● Compose and decompose shapes, so that children recognise a shape can have other shapes within it, just as numbers can. ● Count objects actions and sounds
UW	<ul style="list-style-type: none"> ● Recognise some environments that are different from in the one which they live. ● Understand the effect of the changing seasons on the natural world around them. 	<ul style="list-style-type: none"> ● Draw information from a simple map. ● Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> ● Describe what they see, hear and feel whilst outside. ● Explore the natural world around them.
EAD	<ul style="list-style-type: none"> ● Develop storylines in their pretend play. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> ● Create collaboratively, sharing ideas, resources and skills. ● Develop storylines in their pretend play. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> ● Listen attentively move to and talk about music, expressing their feelings and responses. ● Develop storylines in their pretend play. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Characteristics of Effective Learning			
	Playing and Exploring	Active Learning	Creating and Thinking Critically
All Characteristics should be observed throughout	<ul style="list-style-type: none"> ● Realise their actions have an effect on the world, so they want to keep repeating them. 	<ul style="list-style-type: none"> ● Show goal-directed behaviour. ● Begin to correct their mistakes themselves. 	<ul style="list-style-type: none"> ● Take part in simple pretend play. ● Know more, so feel confident about coming up with their own ideas.

the year, but focus on these within Spring 1	<ul style="list-style-type: none"> • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. • Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> • Keep on trying when things are difficult. 	<ul style="list-style-type: none"> • Concentrate on achieving something that's important to them.
Ideas			
	Can all animals be pets? Focus Book: Dear Zoo	Hot and cold Habitats Focus Book: My Granny went to market	Who's print is this? Focus Book: Oi Frog! and Rumble in the Jungle.
	<p>PD – Make a cage using lolly sticks and playdough</p> <p>UW - Animal sorting pictures – can and cannot be pets</p> <p>UW/EAD - Design a zoo</p> <p>EAD - Playdoh animals</p> <p>PD/EAD - Animal stencils</p> <p>CL - Role play area – a zoo</p> <p>L – animal flip book in book – They sent me a....</p> <p>M- Animal shapes – draw around shapes to make an animal</p> <p>CL - Head band guessing animal game</p> <p>EAD- Walking through the jungle song with actions</p> <p>PD - Animal bop game – charades</p> <p>PD – Carnival of the animals – listen and guess the animal</p> <p>M- animal hunt using positional language</p> <p>L – write a label for an animal cage</p> <p>L- write the initial sound for the animals</p> <p>L – I hear with my little ear – phonics play</p> <p>EAD/PD - Junk Modelling – animal cage</p>	<p>UW and EAD - Make a habitat box with a group (desert, artic, woodland, under the sea, jungle)</p> <p>EAD - Design a flying carpet</p> <p>L – Talk 4 Writing</p> <p>CL - Animal small world</p> <p>CL/L- Market role play area</p> <p>UW/M - Beebot mats – travel to different places</p> <p>CL/L - Animal book exploration – fiction and non-fiction</p> <p>UW / CL - Dora the explore – Spanish link counting in Spanish and Simple Spanish phrases e.g. hello, thank you</p> <p>L – Where will granny go next?</p> <p>L/C&L – pack a bag for granny</p> <p>L/M - Sequence the story pictures</p> <p>EAD - Design items from the story</p> <p>UW - Flags from different countries</p> <p>UW – Geography link – large maps (from geography area) children to plot the locations from the story and discuss differences</p> <p>PD – threading African necklaces</p>	<p>EAD - Printing with different materials to make an animal print</p> <p>EAD -Make an animal mask</p> <p>PD – Move like an animal</p> <p>EAD - Sketch book prints</p> <p>CL/L/PSEED Rainforest/jungle role play</p> <p>PD - Animal feather – cutting skills</p> <p>EAD/PD - Design binoculars for safari trip</p> <p>UW/EAD - Animal footprints</p> <p>UW - Camouflage – chameleon</p> <p>EAD - Instruments to match the animal</p> <p>C&L - Rhyming games</p> <p>UW - Frog cycle – small world and real life</p> <p>M – counting mats (frog)</p> <p>L – fact file for animal (add and improve)</p> <p>UW - Come outside frogs video</p> <p>M - Counting frogspawn</p> <p>C&L– describe a print</p> <p>M - Repeating pattern snakes</p>

Supporting texts additional to the Focus Book

1. Dear Zoo

- Giraffe can't dance (link to feelings)
- Harry and his Dinosaurs go wild (link to endangered animals)

2. My Granny Went to Market

- Handa's surprise
- Goggled Eyed Goats
- Don't spill the milk

3. Oi Frog

- The teeny weeny tadpoles
- 10 tiny tadpoles
- The big wide mothed frog
- Growing frogs
- I don't want to be a frog
- Frog prince

4. Rumble in the Jungle

- The Animal Boogie
- The very noisy jungle
- The mixed up chameleon