

Animals

This theme allows children to experience some traditional stories, meet a variety of different characters, discuss and learn about different setting and look at the structure of a story.

It encourages them to create their own fictional stories and provides them with stimuli that will hopefully enhance the quality of their play.

Key Learning Outcomes From Adult Led Learning

Communication & Language	<ul style="list-style-type: none"> - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or another using a range of connectives.
Personal, Social & Emotional Development	<ul style="list-style-type: none"> - Manage their own needs. - Show resilience and perseverance in the face of a challenge. - Identify and moderate their own feelings socially and emotionally.
Physical Development	<ul style="list-style-type: none"> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming. - Develop their small motor skills so that they can use a range of tools competently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Literacy	<ul style="list-style-type: none"> - Read individual letters by saying sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Spell words by identifying the sounds and then writing the sound with letter/s.
Mathematics	<ul style="list-style-type: none"> - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0-5 and some to 10. - Continue, copy and create repeated patterns.
Understanding The World	<ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them. - Recognise that some environments are different to the one in which they live.
Expressive Arts & Design	<ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills.

*FS2 - Computing Curriculum Guidance (SCC) – 2a – Digital Art & 2b – Sound & Music
(Used throughout half term through CP enhancements and adult-led activities)*

Links to KS1 and KS2 Geography: During snack time children will look at the locations of where the snack has come from. As a class they will look at Google Earth, discuss where the country is in relation to the UK and then discuss and contrast the physical appearance and climate of the country to that of the UK. Children could also discuss if they have visited the various countries or were even born there. A pin will then be put into the various countries on the map display in the classroom.

Week	Key Focus	Key Text	Week in Brief	Key Vocabulary
<p>Week 1 W/B 08.01.24</p>	<p>Communication & Language – Articulate their ideas and thoughts in well-formed sentences. Personal, Social & Emotional Development – Manage their own needs. Physical Development - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming. Literacy – Read individual letters by saying the sounds for them. Mathematics - Explore the composition of numbers to 10. Understanding The World - Understand the effect of changing seasons on the natural world around them. Expressive Arts & Design - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Fiction Text – Rumble In the Jungle</p> <p><i>Read the various To learn about the story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit – Talking turns, learning key vocab, discovering jungle animals in the classroom etc. create jungle areas. - Discreet phonics sessions. - Maths Inputs – Number blocks ‘Double Trouble’ & ‘Counting Sheep’. - PD - Balance benches, safety and introduction to equipment. UTW – Outdoor walks in the local school garden, taking photos of seasonal changes. Children to gather items and use the outside space to explore the environment. Discuss past experiences of exploring unknown places/environments. EA&D – Designate an area to save models e.g. finishing off tray, building blocks, Lego.</p>	<p>Jungle, animals, rainforest, trees, meet, leaves, rumble, noises, swings, crocodile (jaw, sharp, wide, chomp, bite), grass, monkey/gorilla (swings, grabs), giraffe (tall, high, reach, munch, picks), elephant (stomp, heavy, lifting, footprint), discover, binoculars, camouflage, eyes, senses, listen, hiding, jump, crawl, slide, walk, lean, slither, hop, safety, slow.</p>
<p>Week 2 W/B 15.01.24</p>	<p>Communication & Language - Articulate their ideas and thoughts in well-formed sentences. Personal, Social & Emotional Development – Manage their own needs. Physical Development - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming. Literacy - Read individual letters by saying the sounds for them. Mathematics - Explore the composition of numbers to 10. Understanding The World - Understand the effect of</p>	<p>Fiction Text – Rumble In the Jungle</p> <p><i>Read the various To learn about the story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit – Talking turns, learning key vocab, exploring characteristics of animals, labelling and sentence work. - Discreet phonics sessions. - Maths inputs – Number blocks ‘Odds & Evens’ & ‘Zero’. - PD - Balance benches, apparatus, ladders, safety. UTW – Discussions on seasonal changes through daily weather recording. Children to gather items and use the outside space to explore the environment. Discuss past experiences of exploring unknown places/environments.</p>	<p>Jungle, animals, rainforest, trees, meet, leaves, rumble, noises, swings, crocodile (jaw, sharp, wide, chomp, bite), grass, monkey/gorilla (swings, grabs), giraffe (tall, high, reach, munch, picks), elephant (stomp, heavy, lifting, footprint), characteristics, labelling, body parts (leg, head, jaws, tail, arms, feathers, beak, mane, neck, turtle, trunk), jump, crawl, slide, walk, lean, slither, hop, safety, slow.</p>

	<p>changing seasons on the natural world around them.</p> <p>Expressive Arts & Design - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>		<p>EA&D – Designate an area to save models e.g. finishing off tray, building blocks, Lego.</p>	
<p>Week 3 W/B 22.01.24</p>	<p>Personal, Social & Emotional Development – Show resilience and perseverance in the face of a challenge.</p> <p>Communication & Language - Connect one idea or another using a range of connectives.</p> <p>Physical Development - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming.</p> <p>Literacy – Blend sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>Mathematics - Explore the composition of numbers to 10.</p> <p>Understanding The World - Recognise that some environments are different to the one in which they live.</p> <p>Expressive Arts & Design - Create collaboratively, sharing ideas, resources and skills.</p>	<p>Fiction Text – <i>Commotion In The Ocean</i></p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit/UTW – Character masks, headbands, comparing environments (water, land etc.)</p> <p>- Discreet phonics sessions.</p> <p>- Maths inputs – Number blocks ‘Numberblock Castle’ & ‘The Two Tree’.</p> <p>- PD - Balance benches, apparatus, ladders, safety.</p> <p>UTW – Discussions on seasonal changes through daily weather recording.</p> <p>EA&D – Designate an area to save models e.g. finishing off tray, building blocks, Lego.</p>	<p>Ocean, animals, describe, sea, creatures, fred-talk, blending, read, walrus, turtle, jellyfish, shark ,stingray, sand, seaweed, whale, bubbles, sideways, crab, pincers, pinch, tentacles, sting, squirt, and, because, but, so.</p>
<p>Week 4 W/B 29.01.24</p>	<p>Communication & Language - Connect one idea or another using a range of connectives.</p> <p>Personal, Social & Emotional Development - Show resilience and perseverance in the face of a challenge.</p> <p>Physical Development - Develop their small motor skills so that they can use a range of tools competently.</p> <p>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Fiction Text – <i>Commotion In The Ocean</i></p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit/UTW – Theme related words to blend within provision, comparing environments (water, land etc.)</p> <p>- Discreet phonics sessions.</p> <p>- Maths inputs – Number blocks ‘Fluffies’ & ‘Fruit Salad’.</p> <p>PD – Phonics writing positions, encourage good posture, sitting with chair legs on the floor.</p>	<p>Ocean, animals, describe, sea, creatures, fred-talk, blending, read, walrus, turtle, jellyfish, shark ,stingray, sand, seaweed, whale, bubbles, sideways, crab, pincers, pinch, tentacles, sting, squirt, hot-seating, questions, pretend, and, because, but, so.</p>

	<p>Literacy - Blend sounds into words, so they can read short words made up of known letter-sound correspondences.</p> <p>Mathematics - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Understanding The World - Recognise that some environments are different to the one in which they live.</p> <p>Expressive Arts & Design - Create collaboratively, sharing ideas, resources and skills.</p>		EA&D – Designate an area to save models e.g. finishing off tray, building blocks, Lego.	
<p>Week 5 W/B 05.02.24</p>	<p>Communication & Language - Connect one idea or another using a range of connectives.</p> <p>Personal, Social & Emotional Development – Identify and moderate their own feelings socially and emotionally.</p> <p>Physical Development - Develop their small motor skills so that they can use a range of tools competently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Literacy – Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Mathematics - Continue, copy and create repeated patterns.</p> <p>Understanding The World - Recognise that some environments are different to the one in which they live.</p> <p>Expressive Arts & Design - Create collaboratively, sharing ideas, resources and skills.</p>	<p>Non- Fiction Text - <i>Farm Animals</i></p> <p><i>Read story daily to enable children to learn key vocab and understand the characters and main events in the story.</i></p>	<p>- C&L/Lit/UTW – Fred-spelling farm animal CVC words, sentence work using connectives (CIP sentence makers), comparing environments (barn, hay, grass, pond etc.) Look selected images showing the the role of Animals in the past and the various important roles they have done in the past, (horses and cows on Farms – links to Ancient Settlers). Elephant in the Steelworks (links to Y5 WW2 topic) Looking at/comparing images of farms in the past, briefly discuss the machinery used, role of animals etc., (look at local images of farms surrounding Sheffield from the past).</p> <p>- Discreet phonics sessions. - Maths inputs – Number blocks ‘building Blocks’ & ‘Pattern Palace’. PD – Phonics writing positions, encourage good posture, sitting with chair legs on the floor. EA&D – Designate an area to save models e.g. finishing off tray, building blocks, Lego.</p>	<p>Farm animals, non-fiction, describe, barn, hay, cow, pond, hen, pig, horse, dog, sheep, goat, fence, cockerel, goose, swan, wool, lamp, chicks, ducklings, foals, farmer, eggs, milk, and, because, but, so.</p>

Possible Enhancements To Continuous Provision

- Investigation – Frozen sea creatures, ice.
- Role-Play – Items from the past to place in the home corner, (old kettle, copper pans, stone age pots, pictures of Victorians kitchens – links to future History topics)
- Literacy Area – handwriting prompts, writing frames for non-fiction booklets.
- Small World – Shells, fish (some may have numbers or letter on them), sea creatures. Variety of natural materials that could be used to create fencing for the various animals.

- Maths Area – tens frame, laminated sheets for children to practise writing number formations.
- Craft Area – Stimuli for ideas of what to build, (these maybe to help them create items to enhance the Small world).
- Phonics - Green word cards, RWI sound mats.
- Fine Motor – variety of natural materials that could be used to enhance blank pictures/outlines of various items such as farm animals or fish.