

Summer Term 1

Fins, Fur and Feathers!

	PSED	C&L Literacy	Mathematics	Understanding the World	Physical Development	Expressive Arts and Design	Phonics
<p>Week 1 WB 24th April 2019</p> <p>Launch Week!</p>	<p>Importance of friends and families.</p>	<p>Reading information books about different types of animals.</p> <p>What am I? Use adjectives to describe different animals, can you guess from the language? Use non-negotiables in order to create a good descriptive sentence. Punctuate accurately</p>	<p>Re-cap on bonds to 10</p> <p>Explore Maths 2D shape – ensure children are secure on identifying, describing and naming 2D shapes.</p> <p>Introduce 3D shape names.</p>	<p>Introduction to Life-Cycles, Habitats, Food Chains and adaptations of different animals.</p>	<p>Develop fine motor and letter formation daily.</p> <p>PE – multi skills</p>	<p>Threading/Weaving to create pom-pom animals. Making appropriate choices over colour and texture.</p>	<p>Re-cap on all Phase 2/3 sounds and tricky words</p> <p>Segmenting to spell Writing captions/sentences.</p>
<p>Week 2 WB 29th April 2019</p> <p>Animal Riddles</p>	<p>The importance of being kind.</p> <p>Using kind words.</p> <p>How can we come into school in the morning? What do we like? Dislike? What makes us happy? Unhappy?</p>	<p>Riddles</p> <p>Reading riddles – listening carefully to the clues, linking to what you already know. What animal could it be?</p> <p>Apply to writing own riddles for Poetry competition.</p>	<p>2D and 3D Shape</p> <p>Explore Maths Identify, describe and name 2D and 3D shapes.</p> <p>Sort and compare common 2D and 3D shapes.</p> <p>Identify objects and name them using the 2D/3D shape.</p>	<p>Animals and their features (linking to Literacy riddles – descriptive writing, using similies)</p>	<p>Develop fine motor and letter formation daily.</p> <p>PE – multi skills</p>	<p>Dance</p> <p>Threading/Weaving to create pom-pom animals. Making appropriate choices over colour and texture.</p>	<p>Segmenting to Spell words containing air/ure/ear</p> <p>Blending to read words containing air/ear/ure</p> <p>Quick write tricky words.</p>

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<p style="text-align: center;">Week 3 WB 7th May 2019</p> <p style="text-align: center;">Dear Zoo!</p>	<p>Woodgreen Animal Shelter Visit</p> <p>Discuss the needs of looking after pets and animals of all shapes and sizes!</p>	<p>Handwriting/ Letter formation daily</p> <p>Read Dear Zoo</p> <p>Write own class version of Dear Zoo</p> <p>Write letters to the Zoo</p> <p>Role Play – retell the story of Dear Zoo using the animals and non-negotiable vocabulary.</p>	<p>Addition (Counting on)</p>	<p>Make observations of animals and discuss where they live and why. Link back to different countries etc.</p>	<p>Develop fine-motor and letter formation daily</p> <p>Understanding a healthy diet for both us, and animals.</p>	<p>EYFS Multi-Skills at Stanground Academy</p> <p>Drawing animals/pets using different types of pencils and shading. Taking into account different features.</p>	<p>Phase 4 Tricky words</p> <p>Phase 3 re-cap on sounds – particularly trigraphs (air, ear, igh, ure)</p>
<p style="text-align: center;">Week 4 WB 13th May 2019</p> <p style="text-align: center;">Caring for Pets (Information Texts)</p>	<p>Looking after the environment and having consideration for animals and their habitats – link to recycling and not littering.</p>	<p>Handwriting/ Letter formation daily</p> <p>Create a class' own version of Dear Zoo.</p> <p>Writing Letters</p>	<p>Subtraction (taking away/counting back)</p>	<p>How can we protect the environment and the habitats of animals? Consider similarities and differences.</p>	<p>Develop fine-motor and letter formation daily</p> <p>Understanding a healthy diet for both us, and animals.</p>	<p>Dance</p> <p>Music – experiment with ways of changing music</p> <p>EAD – create a warm bed for your pet (plan, make and evaluate)</p>	<p>Re-cap all of Phase 3</p> <p>Begin Phase 4</p>

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<p>Week 5 WB 20th May 2019</p> <p>Rainbow Fish/ Commotion in the Ocean</p>	<p>Singing and act out song 'One, two, three, four five, once I caught a fish alive' and 'Five little speckled frogs'.</p>	<p>Re-telling and sequencing the story.</p> <p>Hot seating</p> <p>Adding speech bubbles to the characters.</p>	<p>Number Patterns</p>	<p>Focus on animals that live in the sea. How can we protect these animals? What do they need to survive? Think about different water habitats – which animals live there?</p> <p>Life-cycle of the frog</p>	<p>Develop fine-motor and letter formation daily</p> <p>Outdoor Focus: Confidently and safely negotiating space.</p>	<p>Dance</p> <p>Music - Singing and act out song 'One, two, three, four five, once I caught a fish alive' and 'Five little speckled frogs'.</p> <p>EAD - Printing</p>	<p>Assess Phase 2&3</p>
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Communication, Language and Literacy.

- Texts being used:
Dear Zoo
Farmer Duck
Giraffes Can't Dance
Rumble in the Jungle
We're going on a Lion Hunt
We're going on a Bear Hunt
Elmer
Commotion in the Ocean
The Rainbow Fish
The Camel that had no hump
- Songs and Rhymes being used:
We're all going to the zoo tomorrow
Nellie the Elephant
Old McDonald
The Farmer's in his Den
10 little Monkeys
1,2,3,4,5 Once I caught a fish alive
Yellow Submarine
Alice the Camel
- Show awareness of rhyme & alliteration, enjoy rhyming activities
- Listen with increasing attention, join in with stories & poems
- Describe story settings, events, characters
- Use talk to give meaning, to explain & to connect ideas
- Build up vocabulary & use widening range of words
- Show interest, hold & handle books correctly & carefully
- Use 1-handed tools & manipulate with increasing control & co-ordination

Nursery

Animals Spring 1

Knowledge and Understanding of the World.

- Show interest in the world they live in, question & comment on the natural world
- Differentiate between past & present, showing awareness of change & describing events concerning themselves & their family and friends
- Understand tools can be used for a purpose & use range of tools & techniques
- Operate simple equipment



Personal, Social and Emotional Development

- Be able to separate with confidence
- Show acceptance of the needs of others and show care for others and for living things and he environment
- Seek out others to share experience, linking up for guidance and support
- Show willingness to tackle problems, take initiatives and manage developmentally appropriate tasks
- Show increasing independence in carrying out activities

Creative Development.

- Use bodes to explore texture, begin to describe the texture of things, explore experiences using range of senses
- Join in with songs, sing to selves & make up own songs.
- Tap out rhythms & explore how sounds can be changed
- Use body language to express feelings
- Create movement in response to sounds & music, develop repertoire of actions & put sequence of movements together
- Use resources to support imaginative role play
- Construct making enclosures & creating spaces

Mathematical Development.

- Counting objects to 10
- Match number cards to numbers and/or amounts
- Show interest in counting and in number problems
- Use size language big/medium/small/tall/short...to differentiate and describe
- Recognise and talk about shapes in the environment & in construction activities
- Recognise groups of 1,2,3,4 animals, compare groups and say when these are the same/more/less
- Use positional language (on, under, above, below, next to..)

Physical Development

- Move freely, expressing feeling, judging special awareness & showing respect for others personal space
- Show increasing control in holding position & using equipment to climb, scramble, slide
- Persevere in developing new skills and repeating actions
- Collaborate with others in tasks and in following rules
- Construct with large equipment and material, using tools and equipment safely.

Weblinks

- www.bbc.co.uk/cbeebies/64zoolane/stories/georgina.shtml
- www.magickeys.com/books/zoo/index.html
- www.magickeys.com/books/farm/apqel.html
- www.kented.org.uk/ngfl/earlyict/pages/on%20the%20farm.htm
- www.boowakwala.com/kids/boowakwala-world-jungle-junglegame.html
- www.dltk-kids.com/animals/ocean.html
- www.edu.dudley.gov.uk/foundation/current/Numeracy/num_animals_add.htm
- www.gigglepotz.com/krc_floating.htm
- www.naturegrid.org.uk/info/77/earlyict/resources/ces/paint_2_mer.bmp

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