

## Spring 2 – Amazing Animals

This half term, the children will be deepening their understanding of wild animals and the places they live as they find out about animals living in warmer climates and animals that may live within our homes.

In Nursery, the children will learn about animals from their own experiences and which can be kept as pets. They will learn how to care and respect for animals, developing a sense of responsibility as they role play how to look after them and learn about their needs. As Easter approaches, the focus becomes more about farm animals and the life cycle of a chicken.

In Reception, the children learn about wild animals around the world and the dangers that some of them are currently facing. They will become aware of the impact on our current way of living and how people can show respect and responsibility in order to protect these animals.

During this topic, Mother's Day and World Book Day are celebrated, meaning planning will change based on the year's theme. Nursery and Reception discover how artwork can be in the form of photography.

The children will also take inspiration from Van Gogh by choosing background colours according to their mood before making observational drawings or living eggs/chicks.

Development Matters Statements		
Area of Learning	Skills and Knowledge	
	Nursery	Reception
<p><b>Personal, social and emotional development</b></p> <p>To become an <b>Independent Individual</b> and a <b>Fantastic Friend</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Select and use activities and resources.</li> <li>• Develop their sense of responsibility.</li> <li>• Begin to understand how others are feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Think about the perspective of others.</li> </ul>
<p><b>Communication and Language</b></p> <p>To become a <b>Confident Communicator</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities.</li> <li>• Understand ‘why’ questions.</li> <li>• Sing a large repertoire of songs</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Expand on children’s phrases.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Use talk to help work out problems and organise thinking and activities.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts. Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• To use descriptive vocabulary to improve a given sentence.</li> <li>• To use descriptive vocabulary to up-level their own verbal sentence.</li> </ul>

<p><b>Physical Development</b></p> <p>To become an <b>Amazing Athlete</b> and a <b>Talented Tool User</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan. For example, choosing an appropriate joining material to connect their creation.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> </ul>
<p><b>Literacy</b></p> <p>To become a <b>Brilliant Bookworm</b> and a <b>Wow Writer</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Name different features of a book, e.g. front cover, back cover, pages, author, title, etc.</li> <li>• Understand what a word is.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters more accurately.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write simple sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Improve writing using descriptive vocabulary.</li> <li>• Join ideas in writing using connectives.</li> <li>• Use of exclamation marks and question marks.</li> </ul>
<p><b>Mathematics</b></p> <p>To become a <b>Master of Maths</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 10.</li> <li>• Say one number for each item in order.</li> <li>• Know that the last number reached when counting a small set of randomly placed objects.</li> </ul>	<ul style="list-style-type: none"> <li>• To read and write numerals to 10.</li> <li>• To count beyond 20.</li> <li>• To solve concrete and pictorial number problems involving addition and subtraction to 10.</li> <li>• To practically find half of a number to 10. To practically find half of an object. To practically find double of a number to 5.</li> </ul>

	<ul style="list-style-type: none"> <li>• Count out a given number of objects (up to 10) from a group.</li> <li>• Show 'finger numbers' up to 10. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Say one number for each item in order Know that the last number reached when counting a small set of randomly placed objects.</li> <li>• Count out a given number of objects (up to 10) from a group. Show 'finger numbers' up to 10.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 9.</li> <li>• To make small totals with 1p, 2p and 5p coins.</li> <li>• To understand more/less/greater/fewer.</li> <li>• To estimate the number of objects in a group.</li> <li>• To know what makes a number odd or even.</li> <li>• To say some odd and even numbers.</li> <li>• Subitise to 10.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–10.</li> </ul>
<p><b>Understanding of the World</b></p> <p>To become an <b>Exceptional Explorer</b> and <b>Compassionate Citizen</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Recreate a journey using small world.</li> <li>• Understand that children's lives in other countries may be different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Compare and contrast characters from stories.</li> <li>• Draw information from a simple map.</li> <li>• Look at aerial views of the school setting and comment on what they notice.</li> <li>• Understand the purpose of a map.</li> <li>• Locate features of the school grounds on a map.</li> <li>• Draw a simple map (link to Easter egg hunt).</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• To know what 'extinct' means.</li> <li>• To understand how animals are being put at risk by humans and climate change.</li> </ul>
<p><b>Expressive arts and design</b></p>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>

<p>To become a <b>Proud Performer</b> and <b>Dynamic Designer</b>, our children will...</p>	<ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>
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<b>VOCABULARY USED THROUGHOUT TOPIC*</b>			
<b>Animals (Nursery)</b>	<b>Animals (Reception)</b>	<b>Special Events (Easter)</b>	<b>Spring</b>
<p><b>Pets</b> (A wide variety of pets will be covered during this topic following the interests of the children).</p> <p><b>Farm animals</b> - cow, horse, pig, hen, sheep, goat, kid, calf, foal, piglet, lamb, duckling, chick, egg, milk, farmer, sheepdog, barn, stables, pen, coop, Hutch, cage, kennel, vet, surgery, lead, harness, collar, reins, saddle</p>	<p><b>Wild animals</b>, safari animals, jungle animals, zoo animals (a wide variety of animals will be covered during this topic following the interests of the children)</p>	<p>Christianity, Christian, Palm Sunday, Easter, Jesus, cross, bonnet, new life, new beginnings, Bible, New Testament.</p>	<p>Buds, blossom, daffodils, tulips, bluebells, magnolia, nest, hatch, born, life cycle, lamb, chick, foal, calf, shoots, seedlings, bulbs, seeds, season, weather, changes, cycle, months, year.</p>

Core Knowledge	
Nursery	Reception
I can name some animals that make good pets and some that don't.	I know that a habitat is a place where an animal lives.
I know how to look after a pet including keep it clean, feed it, give it water, give it exercise, take it to the vet.	I can name some wild animals and talk about their habitat.
I can name some farm animals.	I can draw an animal.
I can name some baby farm animals.	I know what extinct means.
I know that farm animals can give us eggs, milk and cheese.	I know why some animals are endangered.
I can talk about the life cycle of a chick.	I know some ways that people can be more responsible to help save animals and their habitat.
I can mark on a simple plan of the Early Years playground where we found Easter eggs.	I can describe some wild animals using facts I have learned and by talking about their physical appearance.
I can name some animals that make good pets and some that don't.	I can describe some features of an environment such as a rainforest or desert.
I know that photos can be a type of artwork.	I can use a map of the outdoor area to find Easter eggs.
	I can explain what size paintbrush (thick or thin) I need to use.
	I know that observational drawing means I draw what I can see.
	I know that there are lots of different types of art such as paintings, drawings and photography.

Embedding our School Values	
Friendship	In this topic, the children continue to deepen their respect for the world around them and to understand the impact that people are having on the environment. They become aware of the need of unity in the world to protect endangered species/habitats. They develop a deeper understanding of their faith through the religious teachings and celebrations of the Easter story. The children continue to show determination as they tackle new challenges that come as the year progresses.
Unity	
Determination	
Respect	
Faith	