

Where do the wild animals live?

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5
LCC Question	How will we stop the snowman from melting?	Are all animals scared of the dark?	Who is going to be invited to the jungle dance?	Would you like the tiger to come to tea?	Would you find wild animals in Shelton?
Book link	One snowy night	Owl Babies	Giraffes can't dance	The tiger who came to tea	Handa's surprise
Hook	Snowman experiment	Dark classroom – register in the dark with torches.	Disco – bring in disco ball	Tea party	Fruit tasting
Communication and Language	<p>Talking about what they have done during the holidays.</p> <p>Talking about a picture – what can you see in the winter? What are their experiences of Winter?</p>	<p>Retell the story of the Owl Babies.</p> <p>Talking about the character in the story – encourage the use of new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts. (ENGLISH)</p>	<p>Innovate the story of the Owl babies – use different birds</p> <p>Thinking of questions to ask Gerald the Giraffe.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read</p>	<p>Retell the story of The Tiger who came to tea.</p> <p>Talking about their own experiences of having visitors come to their house.</p> <p>Express their ideas and feelings about their experiences using</p>	<p>Innovate the story of the Tiger who came to tea – use different setting.</p> <p>Post teaching vocabulary assessments.</p>

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	<p>Describe events in some detail. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ENGLISH)</p> <p>Pre vocabulary assessments.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (ENGLISH)</p>	<p>Talking about their fears.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ENGLISH)</p>	<p>to and during whole class discussions and small group interactions (ENGLISH)</p>	<p>full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ENGLISH)</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (ENGLISH)</p> <p>Talking about the different fruits they tasted. Expressing their likes and dislikes.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ENGLISH)</p>
PSED	<p>How to stay warm in the winter – keeping themselves safe.</p> <p>Manage their own needs. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>	<p>What are you afraid of? It is ok to be afraid of things</p> <p>Express their feelings and consider the feelings of others Think about the perspectives of others Show sensitivity to their own and to others' needs.</p>	<p>Is it fair that the other animals laugh at Gerald when he isn't good at something? How could we help Gerald.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Should you let a stranger into your house? Stranger danger. Should you answer the door? Explain the reasons for rules, know right from</p>	

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	importance of healthy food choices. (PHSE)	(PHSE)	(PHSE)	wrong and try to behave accordingly. (PHSE)	
Physical Development	<p>Children will take part in Squiggle me into a writer during phonics sessions. (Bec) <i>Use large-muscle movements to wave flags and streamers, paint and make marks</i></p> <p>Targeted children to take part in the squiggle while you wiggle programme as part of a fine motor intervention. <i>Show a preference for a dominant hand</i></p> <p>Dough disco to take place at least 3 times per week. <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</i></p>				
PE (as part of Physical Development)	<p>Gymnastics in the jungle – Exploring the jungle.</p> <p>Developing the ability to move in different ways. <i>Progress towards a more fluent style of moving, with developing control and grace</i></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: (PE) 	<p>Gymnastics in the jungle – Mirror that monkey</p> <p>Developing confidence in climbing and moving on apparatus. <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 (PE) </p>	<p>Gymnastics in the jungle – slithering snakes</p> <p>Developing the ability to move under objects. <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 (PE) </p>	<p>Gymnastics in the jungle – Lie down Tigers</p> <p>Developing confidence to climb and move on apparatus <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 (PE) </p>	<p>Gymnastics in the jungle – Frozen frogs</p> <p>Developing the confidence to move through objects. <i>Progress towards a more fluent style of moving, with developing control and grace</i></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: (PE)
Literacy	Whole class writing – what can we wear in Winter?	Whole class writing – Who lives in your house?	Whole class writing – What animals can you see in the picture?	Whole class writing – What food did the tiger eat?	Whole class writing – Writing different fruits they like.

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	<p>HA – Writing what they know about winter.</p> <p>MA – Writing about a picture from the story “He fell out of bed”</p> <p>LA – Labelling a picture from the story (cvc words) using sound cards for support.</p>	<p>HA – Writing what they know about nocturnal animals</p> <p>MA – Writing I want my mum</p> <p>LA – Ordering the word cards “The mum came back”</p>	<p>HA – Innovate the story map and write a simple sentence about it. Ie, Mummy flamingo went away but then she came back.</p> <p>MA – Innovate the story map and write a sentence, with support ie Mummy flamingo was gone.</p> <p>LA – Say or copy a sentence / phrase about the new story once they have innovated it. Adult to scribe it for children to copy.</p>	<p>HA - Write a report about tigers. Where do they live in the wild? What do they eat?</p> <p>MA – Describe what the tiger looks like.</p> <p>LA – Using initial sounds to order the word cards “it has black stripes”</p>	<p>HA – Innovate the story map and write simple sentences about it. Ie, The Giraffe ate the crisps.</p> <p>MA – Innovate the story map and then write a simple sentence with support ie The giraffe ate the crisps.</p> <p>LA – Say or copy a sentence / phrase about the new story once they have innovated it. Adult to scribe for children to copy over / under.</p> <p>LA</p>
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Talk for Writing		Boxing up the story (beginning / middle / end)	Innovating the story – changing the characters to a different bird.	Boxing up the story (beginning / middle / end)	Innovating the story – changing the setting and main character.
Maths	Counting and ordering	Counting	Addition	Comparing and ordering	Counting
Understanding the World	<p>Similarities and differences between winter and other seasons</p> <p>The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe what they see, hear and feel whilst outside (SCIENCE)</p>	<p>Looking at different animals that are nocturnal.</p> <p>Exploring light and dark – using the dark den and using different sensory lights in there and exploring torches with different materials. (SCIENCE)</p> <p>Looking at photos of them as a baby – how have you changed.</p>	<p>Look at where Africa and UK are on the Map. How could we get to Africa?</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (GEOGRAPHY)</p>		<p>Comparison between pictures from the story of Africa</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (GEOGRAPHY)</p>

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		<p>What can you do now?</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (HISTORY) 			
Expressive Arts	<p>Mixing different shades of blue by adding white. Creating with Materials - , experimenting with colour</p>		<p>Drawing pictures of animals from the jungle dance The Natural World • Explore the natural world around them, making observations and drawing pictures of animals</p> <p>Colour mixing (ART week) Focus on given artists and paint using a range of colours</p> <p>Create their innovated birds and collage them with different feathers.</p>	<p>Looking at the work of Rousseau – Tiger in a tropical storm.</p> <p>Using collage to create their own representation of the picture.</p>	<p>Creating a gradient picture with a silhouette of a wild animal.</p> 

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R.E.	<p>What is your favourite story? The Bible is a special book and is full of stories. Do you know any? Which is your favourite?</p> <p>Comparing different versions of the Bible.</p>	<p>The Bible is made up of the Old and New Testaments.</p> <p>Read a story from the Old Testament (David and Goliath) How does the story make you feel?</p> <p>It is a story that is shared in Judaism.</p>	<p>Jesus used stories to teach us lessons</p> <p>Read the story of the 10 lepers – what is it trying to teach us?</p> <p>Read the story of Zacchaeus – what is</p>	<p>Muslims also use stories to teach us lessons. The stories are not found in the Bible but are found in the Qu’ran.</p> <p>Read the story of the Boy who threw stones at the trees.</p> <p>What does Allah want us to do?</p>	<p>Many religions have stories that they enjoy retelling.</p> <p>Use role play masks to help with the retelling of the story of Rama and Sita.</p> <p>Have you ever heard another story like this one? What is different to other religious stories you have heard?</p>
Computing	<p>Winter warmers – Making a bird feeder. Children sequence the instructions so that they make sense. (Lesson 1)</p> <p>Follow the instructions to make their own bird feeder out of plastic bottles. (Lesson 2)</p>		<p>Winter warmers – Making an igloo Children to look at different materials to be used to make their igloo. Which would they prefer to use? Why? (Lesson 1)</p> <p>Making their own igloo using either sugar cubes or marshmallows. Can they be stuck together to make the structure last longer. (Lesson 2)</p>		<p>Children to choose from a range of paper and fabric materials to make a repeating pattern scarf out of it. Does their scarf need a pattern?</p>

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	<p>Question children about the order they think we need to do things. Do their instructions make sense?</p>		
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Try and use the ipads to video the birds / animals using the bird feeder.