

Phase: EYFS	THEME: ANIMALS AND OTHER LIVING THINGS	TERM: SPR 2	DURATION: 6 WEEKS
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COMMUNICATION AND LANGUAGE

Listening and attention: Children share and enjoy familiar stories and poems. Children accurately anticipating key events and respond to what they hear with relevant comments, questions or actions

Understanding: Children begin to follow simple instructions. They react to familiar stories, poems and events. Children answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children will use: signs, symbols, objects and ICT to join in with familiar stories. Children develop their own narratives and explanations by connecting ideas, stories or events.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Who am I? (All about me)

- Who are my special people?
- My family – talk about family photo/book/special person.
- My special days (e.g. birthday, name days) Celebrate achievements.
- Feelings – what makes us happy/sad?
- What should I do when... (role-play, drama games involving thank you and sorry).

PHYSICAL DEVELOPMENT

Dance – link to topic and animals and their movement

LITERACY	MATHEMATICS	UNDERSTANDING OF THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Animal stories, Non-Fiction and Poems Reading: Children join in with phonics games and rhymes. They use: signs, symbols, objects and ICT to comment about familiar stories and poems. They will read for pleasure. They will track from left to right. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular</p>	<p>Number – Pupils will explore the properties of number in a range of lessons and activities including number rhymes & songs, counting games, exploring Numicon shapes, exploring tactile numerals (squidgy numbers, sandpaper numbers etc), mark</p>	<p>Geography – Talk about things they have observed such as plants, animals and natural objects. History – People and communities Living eggs – chicks (observe and explore how they change over time) Discuss our own pets at home or pets in our family</p>	<p>Linked to Literacy books. Food Technology – animal baking Design Technology – animal puppets and masks</p>

<p>words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: Children will participate in 'Write Dance' and other sensory, fine and gross motor activities. They will make marks and form letters using a variety of tools and materials. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>making and / or writing numerals</p> <p>Measurement</p> <p>Pupils will begin to explore the properties of size and position by interacting with resources of varying sizes, comparing objects with clear differences in size, filling and emptying containers (e.g. in sand or water play) and categorise items by size. They will follow daily routines including the use of visual timelines and / or now & next boards. They will join in with songs and rhymes about the days of the week.</p> <p>Geometry</p> <p>Pupils will join in with activities and games based on shape, exploring resources and competing activities such as jigsaws and inset puzzles, stacking and building activities and exploring 2D shapes to make arrangements, pictures or patterns.</p> <p>Throughout teaching of the Numeracy Curriculum, teaching and learning should include the regular use of ICT including the use of plasma screen, laptops and netbooks to access number rhymes, games and activities (for example on the Education City and Espresso websites), use of iPads / iPods to mark make and play counting games</p>	<p>Animals in and around our community (horses near school, ducks on the canal, small animals at Heaton Park)</p> <p>R.E</p> <p>The Wonders of the Natural World Lent and Easter. New Life Creation story</p> <p><u>Science :</u> Revisit animal categories from Autumn 1</p> <p>Choose an animal and a plant:</p> <ol style="list-style-type: none"> 1. animal and plant parts – build an animal/plant circle games 2. life cycles (alternate chick or frog year), plant a little seed, sequencing (Sci Resource boxes and Polytunnel) 3. What do animals and plants need to grow? <p>Caring for the school pet, visiting the countryside and Heaton Park Extended provision ideas - Pets, Farm, Vets and Zoo</p>	<p>Music – introduction to Peter and the Wolf. Listen to music for each animal and hold cuddly/model/picture of each. Become familiar so tune and animal come together. Sing animal songs/Nursery rhymes.</p>
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CURRICULUM ENRICHMENT ACTIVITIES

KEY SKILLS

ADDITIONAL RESOURCES – COSTED WHERE POSSIBLE

INTERVENTIONS

Subject	Activity	Resources	Differentiated outcomes	Performance Descriptors from Key Skills Tracker
MAIN SUBJECT: CROSS CURRICULAR:				
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