

Nursery & Reception

Who would you pick as your pet?

Summer 1 2023



Week 1

WB 17-4-23

Earth day 22/4/23

Key vocabulary:

Pets and names of pet animals:
dogs, cats, fish, horses, rats,
hamsters, rabbits, guinea pigs,
snakes.

Action words: walk, run, skip, go,
stop, up, over, under, through, high,
low, fast, slow, bounce, still,
freeze, roll, crawl, walk, jump, run,
hop, skip.



What would make the best pet?

Communication and language:

Children to recall and share what they have done over the Easter holidays and share their experiences with friends.

Children to reflect on last terms topic and talking about signs of spring, symbols of Easter that they have noticed and any minibeast that they found during their holidays.

Children can talk about pets that they have or would like to have and explain why.

Children to send pictures in of their pets to be displayed in the classroom for children to share their pets throughout the week with their friends discussing their names, what they are, what they like/dislike and how they care for them.

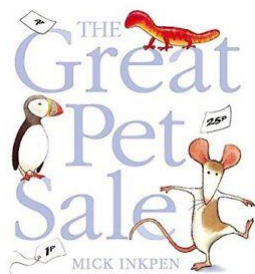
Game - children to match a picture of pets to the teacher who it belongs to and explain their choices. Arrange to have a pet to visit so that these children can spend a little time learning about the responsibilities of pet ownership.

Physical Development:

Set up a Crufts style obstacle course and a gymkhana of varying height and levels, tunnels and hoops to complete in the garden. Children to wear puppy/pony masks and lead each other around the course navigating obstacles. Children to roll, crawl, walk, jump, run, hop, skip, climb. Use command words: walk, run, skip, go, stop, up, over, under, through, high, low, fast, slow, bounce, still, freeze.

Personal, Social & Emotional Development:

Explore children's feelings towards animals, including animals they find frightening, such as spiders, rats, snakes or even some dogs and animals that make them feel relaxed and happy.



Children to view pictures of their teachers' pets, exploring a day in the life of that animal. Where they sleep, when they wake up, what they eat and things they like and dislike.

Create a puppy pet wash! Provide some small-world animal toys, some mud, and some soapy water. Encourage the children to help clean the muddy pets! They could use sponges, scrubbing brushes and pump soap dispensers.

Reception Children will learn through the Jigsaw Programme - My Family and Me! I can identify some of the jobs I do in my family and how I feel like I belong.

Literacy:

Play 'what am I?' with simple riddle clues to discover the animal.

Have a pet picnic with soft toy animals. Encourage the children to bring in a favourite toy pet from home and have a picnic. Children could write invitations to their pets, make beds or carriers for them to be safe and comfortable at school and have some snacks together.

Encourage children to think of and write name badges for different soft toy pets. They could write signs for the pets' beds, food bowls or collar tags and label pictures with the pets' names.

Read Hairy Maclary and Mog stories. Which are our favourites? Why?

Phonics: Consolidating ch, sh, th, ng, ai, ee, igh, oa, oo, oo. Common exception word practice all and are. Nursery children will be learning the sound c. They will practise saying the sound and hearing the sound in words, such as cat. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

Mathematics:

Bar graph identifying pets in children's families and demonstrating popular and unpopular pets within class.

This week, the children will continue to engage with activities that draw attention to the purpose of counting - to find out 'how many' objects there are. The children will also revisit the concept of cardinality - the idea that the last number in the count tells us how many things there are altogether. They will be given further opportunities to hear, join in with and develop their knowledge of the counting sequence, and, once they have become secure with their counting skills, they will be able to continue the counting sequence and be able to identify missing numbers within it. While consolidating their understanding of the word pattern embedded within most of our number names, the children will also be given opportunities to hear and practise key differences in the number names e.g. between 'teen' and '-ty' numbers.

This half term, nursery children will be learning to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. They will also be practising their counting skills and number recognition through songs. They will revisit repeated patterns and ordering heights.

Understanding the world:

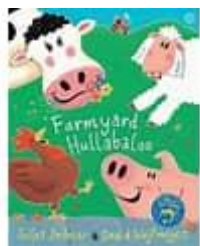
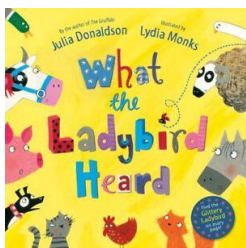
Setup a role play pet sitting service in the classroom including pet beds, blankets, food bowls, leads and brushes for children to care for a variety of pets and learn about their needs.

In a water tray, have some plastic water plants, aquarium toys and some plastic fish. Talk about pet fish, how to care for them and the different types of tanks and aquariums they might live in.

Outside children to make a stable for our pet horses. Children can wash the horses and give them buckets of feed.

	<p>Expressive Arts and Design: The children will explore ways to represent pets through various art and craft techniques. Create a portrait of your pet Use different materials to make a fish tank collage Use wax resist to make goldfish pictures Have an animal parade with children wearing costumes or masks of their favourite pets. Encourage them to move like the different animals.</p> <p>RE: Children to learn the story of the Boy That Cried Wolf. Children to reflect on the story and explore the morals of the boy considering was it right not to tell the truth, reflect on how the villagers feel, why the boy told lies and the story ending.</p>
<p>Week 2 WB 24/4/23 Key vocabulary Names of wild animals: deer, squirrels, badgers, hedgehogs, moles, birds, fox's, mice, rats. Names of farm animals: cows, sheep, pigs, goats, chickens, ducks, horses.</p>	<p><u>Who lives in our countryside?</u></p> <p>Communication and language: Children to sort pictures of a variety of animals and discuss if they would be found in our homes, zoo's, farms or living wild in our countryside. Children to explore and learn the names of a variety of animals that live on farms and wild animals in our local area. Go on a walk around the school grounds and explore and learn the names of plants and other things growing outside and discuss the animals that might eat it, live in it, hide in it or make a home from it. Explore the names of where wild and agricultural animals might live: cow in a barn, pig in a sty, bird in a nest, badger in a set...</p> <p>Physical Development: Children to act out being animals from our countryside, exploring how they live and move:</p>

Action words: Fly, roll, stroll,
burrow, jump, waddle, swim.
Woods, woodland, forests, ponds,
lakes, canal, football fields, garden.



Fly like a bird and build a nest from natural materials to fly in to?
Roll like a hedgehog.
Stroll like a fox.
Burrow like a mole.
Jump like a squirrel.
Waddle like a duck.
Swim like a fish.

Personal, Social & Emotional Development

Explore how animals on a farm have a role and are there for a purpose. Set up a roleplay farm in the classroom and allocate different jobs for children to work in, in the roleplay:
Cows in the milking parlour, use rubber glove as cow udders. Also introduce goats for milk and cheese.
Chickens in coops, children to collect eggs.
Pigs in sty's, children to feed scraps.
Sheep shearing, children to collect the wool to make jumpers with.
Horses as a mode of transport.
Sheep dog to herd the sheep.
Farm cat catching the mice.

Reception Children will learn through the Jigsaw Programme - Try to solve friendship problems when they occur. Know how to make friends to stop myself from feeling lonely.

Literacy:

Following, finding animal prints outside, children to write about the animal they think it came from and explain why.
Following reading 'What the Ladybird heard', children to write in a speech bubble for what they think the ladybird is thinking.

Create labels around the farm listing the jobs of the different animals.

Phonics: Learning the sounds ar, or and blending and segmenting words with these sounds. Common exception words: same, one said.

Nursery children will be learning the sound k. They will practise saying the sound and hearing the sound in words, such as kite. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

Mathematics:

This week, the children will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. Some arrangements are easier to subitise than others - e.g. a set of 6 dots arranged in a structured die pattern that exposes the double-3 pattern is easier to recognise than a random arrangement of 6 dots. A key focus this week is to use the children's developing understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, the children will develop their abstract understanding of number, which will help to support future calculation strategies. This week's sessions will also continue to encourage the children to consider when they can subitise and when they might need to use counting as a strategy.

Another key focus this week is the ongoing development of visualising skills: encouraging the children to look carefully at structured arrangements, such as those shown on dice and 10-frames, and then to close their eyes and explain what they see. Using spatial language and hand gestures to describe sub-groups within these arrangements will deepen the children's understanding of part-part-whole relations and allow them to further consider composition (the numbers within numbers).

Understanding the world:

The children will help make a map following a nature walk of where wildlife might live within the school grounds. Moles in our mole holes, birds and squirrels in the trees, ducks in the ponds, rabbits in the burrow.

Identify where wildlife would live if they lived in a different area. EG. Woods and forests, ponds and lakes, canal, football fields and gardens. Identify the contrast between natural and manmade. Show children photos of local landmarks where wild animals may and may not be found.

Children will think about how we can encourage animals to make a home in on our school grounds and gardens and set up safe areas for them.

Revisit and talk about how animals may behave differently during different times of the year and explore why. Birds roosting earlier in the winter, hedgehogs hibernating, lambs, calves being born in spring.

Children will find casts of animal prints around the school's outdoor areas and learn how to identify which animal they think created the footprints using animals and their footprints on identification posters to be placed around the garden.

Expressive arts and design:

The children will use various ways to explore animals through art and music.

Make a cast of an animal's footprint.

Take rubbings of animal prints.


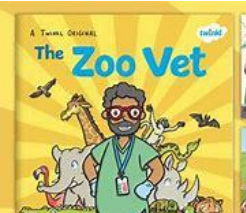
Create a feely board - Exploring the skin of different animals, using collage materials that feel and look like the animals. Wool for sheep, faux fur for horses, feather for chickens, faux leather for pigs.

Create paper plate farm animals exploring the different colours needed for different animals

They will explore animal songs and nursery rhymes:

Old McDonald, Itsy bitsy spider, Little Bo Peep, two little dicky birds, this little piggy went to market, five little ducks.

Religious Education:

	<p>Children to learn the story of the Crocodile and The Priest. Children to consider that linking to the Sikhs belief that people should not think they are better than others, how the crocodile felt in the story when the priest said he was not good at something.</p>
<p>Week 3 WB 1/5/23 Key vocabulary Animal names: giraffe, elephant, hippopotamus, crocodile, monkey, wolf, flamingos, beavers, lions, tigers, bears, springbuck, meerkats. Brave, distance, furthest, highest, shortest, lowest, leap, pounce. too big, too large, too wide, too small, just right.</p>  	<p><u>What's in the box?</u></p> <p>Communication and language: Following our story 'Dear Zoo', a box arrives at school with a hidden animal inside. Children will discuss what the animal inside the box might be and reflecting back on week 1's learning, what it's needs might be. Give clues linked to descriptive adjectives. Which animal do you think this could be? Why? Throughout the week, the children will be left clues overnight as to what might be in the box. Each morning the children discuss the clues, trying to find out who is inside. The children will then find a poster with a photo of their box on it and the word 'missing' and the name of a zoo. The children discover that the box was accidentally posted to our school and should have gone somewhere else. Read ebook (twinkl): The Zoo Vet Talk about times the children have been to the zoo. What did they see? What was their favourite animal? Why? Sort the small world animals into pets/not pets. Talk about why some animals make good pets and why some might not!</p> <p>Physical Development: Discover how far some animals can jump. Chalk out the distances for different animals identifying which animals can jump the furthest and highest. Can the children jump as far or as high as some of the animals? Discuss why children think some animals are better at jumping than others and what makes them good at jumping. Challenge for children to see if they can land and remain still.</p>

Dear Zoo



Personal, Social & Emotional Development:

Children to identify what the needs of the animal in the box might be and what they can do to take care of it.

Children to discuss how the animal inside might be feeling and what we can do to help.

Children to think about how we can get the animal back to its rightful home safely by thinking about who we need to contact, what it will need for its journey.

Reception Children will learn through the Jigsaw Programme - Help others to feel part of a group. Make friends, make friends, never ever break friends! I can think of ways to solve problems and stay friends.

Literacy:

Following the discovery of the poster. Children to write letters back to the zoo informing them that their box is at Whittington School and that they have been taking care of the animal inside.

Make signs for the box providing instruction: do not open, animal inside, please be quiet...

Make a simple 'Who is in the zoo?' lift the flap book with 3 or more animals.

Use animal pictures under a flap with the animal sound written on the flap. Who is in the zoo? Grrrrrr (lion), sssssss (snake), rrrrrr (tiger) - children can make up own initial letter noises. Label animal with initial letter of name or write name. Encourage a sentence to write a clue to describe the animal. Look at the noisy animals PPT to support writing animal noises.

<https://www.twinkl.co.uk/resource/t-t-2546001-the-noisy-animals-in-the-jungle-song-powerpoint>

Write lists of the animals they might find in their box or at the zoo.

Phonics: Reception children will be learning the sounds ur, ow and blending and segmenting words with these sounds. Common exception words: come, do, so.

Nursery children will be learning the sound e. They will practise saying the sound and hearing the sound in words, such as elephant. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

Mathematics:

The children will investigate distance linking to how far animals can jump. Children can make measurements counting their individual steps. They will learn the vocabulary: distance, furthest, shortest, leap, pounce.

Consider animals in the zoo that children have previously seen, and through viewing images; consider what animal might be the right size for our box using the vocabulary: too big, too large, too wide, too small, just right.

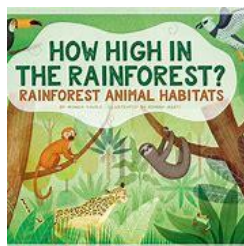
This week, the children will consolidate their understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible. A key representation of the composition of 5 will be the fingers of 1 hand, and the children's attention will be focused on both the fingers that are 'up' and those 'folded down', connecting this to a rhyme about 5 kittens jumping 'down' from the bed. They will also be encouraged to subitise when an arrangement does show 5, and when it does not.

In addition, the children will have an opportunity to build on previous work on the composition of 6 and 7 as '5 and a bit', and see that both 8 and 9 can be composed as '5 and a bit'. A range of representations in which 5 is visible as a clear part will be used, including fingers, the double dice frame and the 10-frame. Discussing and comparing these representations will enable children to generalise that each of the numbers 6 to 9 can have 5 as a part.

Understanding the world:

	<p>The children will look at the animals in the zoo and characterise them into brave and not so brave. What are the characteristics of a brave animal and a timid animal? Children to discuss the differences.</p> <p>Look at images of animal enclosures and view what they look like and what is inside for the animals. Why are the enclosures different? Meercats have sand and hills, monkeys have ropes and swings, lions have platforms and trees, flamingos have water.</p> <p>Expressive arts and design:</p> <p>The children will use junk modelling, to build an animal enclosure for an animal. Including ropes, swings, hills, tunnels, water... to suit the animals needs that they have chosen.</p> <p>Using tabs make a lift the flap activity to discover animal underneath.</p> <p>Explore the bright and bold colours of some animals in the zoo, like parrots and peacocks. Create images using the same bright and bold colours.</p> <p>Music-Songs and rhymes:</p> <p>Alice the camel, five little monkeys,</p> <p>Religious Education:</p> <p>Children to learn the story of Bilal and the beautiful butterfly.</p> <p>Explore the life cycle of a butterfly. Children to learn that Muslims believe Allah created all beautiful animals and places like the butterfly and how he should be praised for it. Children to reflect on the moral of the story.</p>
<p>8/5/23</p> <p>Week 4</p> <p>Key Vocabulary</p> <p>Rainforest, green, leaves, leafy, wet, humid.</p>	<p><u>What is a Rainforest?</u></p> <p>Communication and language:</p> <p>Linking back to our animal in the box the children will return to school to discover the box has been safely collected. Children will read the thank you note left by the zoo keepers and watch a video of</p>

Desert, grass land, rainforests, savannas, woodland and tundra. Forest floor, under layer, canopy layer and emergent layer. Noisy, loud, quiet, soft, drip, plop, pitta patter, woosh.



the animal being released back into the wild following some of its journey; then discovering who exits the box and has been in the box all along.

<https://www.youtube.com/watch?v=QJU37j9MT50>

Children will discuss the video and where in the world they think the animal has gone home to.

Physical Development:

Tree bathing, children to lie down under a tree and observe the branches and leaves swaying above them. Children to take in deep breaths and talk about how the fresh oxygen is breathed out by the trees.

Fine motor. Create a weaving board for children to thread vines in and out of. Children to make long chain snakes to also wrap in and out.

Play can you catch a rain drop? Children to throw small balls, bean bags and larger balls in a circle, see who can catch them.

Children to challenge themselves to see if they can be like the animals in the jungle. Challenges to include: running faster, climbing higher, jumping further. Navigate the slack line from start to end and test upper body strength along the way as they hang and pull up and down.

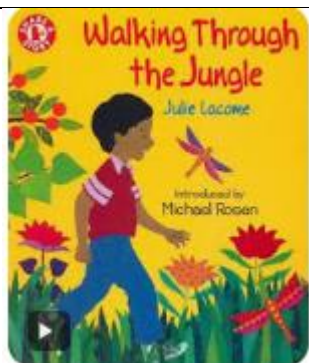
Personal, Social & Emotional Development:

Children to discuss why they think the animal in the box is happier now that it is no longer in the classroom. Children to discuss the animal being set 'free' and what that means.

Reception Children will learn through the Jigsaw Programme - Show respect in how to treat others. Understand the impact of unkind words.

Literacy:

The zoo requests that the children name the animal after taking such great care of it. Children to send a note to the animal, listing the name they have chosen and sending a message of their choice.



Phonics: Reception children will be learning the sounds oi, ear and blending and segmenting words with these sounds. Common exception words: were, where.

Nursery children will be learning the sound u. They will practise saying the sound and hearing the sound in words, such as umbrella. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting. They will play different instruments to create rainforest and jungle sounds.

Mathematics:

This week, the children will review the composition of the numbers 6 to 9 using the '5 and a bit' structure, and then begin to explore how 10 can be composed. They will also develop a sense of the 'ten-ness of 10' by making their own collections of 10 objects.

When exploring how 10 can be composed of 2 parts, the focus is on developing the children's ability to subitise the parts in structured arrangements. A key representation to support this will be the double dice frame, which will allow them to build on their experiences in Week 23. The children will be encouraged to recognise a larger part of 10 when it is presented in the '5 and a bit' structure, and then subitise the smaller part. They will also be encouraged to see how finger patterns can be used to represent 2 parts of 10, using the 'fingers up and fingers down' approach that was used when exploring the composition of 5. The children can also be given opportunities to see the composition of 10 represented on a 10-frame.

Understanding the world:

Look at images of a variety of countries around the world to try and find where the animal has been released to.

Using large floor pictures children to compare the different contrasting landscapes including: our school field, desert, grass land, rainforests, savannas, woodland and tundra. Children to discuss their ideas of where they think matches the place in the video and identify why some of the places in the images would not be suitable for our animal and explain their reasons.

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

Children to take a virtual tour of the rainforest to explore its physical features, play rain, jungle sounds and spray mist to immerse children in a variety of senses.

Children to learn about the rainforest, including the climate and the key features. Children to discover that there are four different levels including: forest floor, under layer, canopy layer and emergent layer and discover that different animals live in each layer.

Children to pack a bag including all the items needed to take to the rainforest, considering suitable clothing and footwear and equipment needed.

Identify the differences between our school garden and the Rainforest.

Research the seasons of a rainforest and compare them to UK.

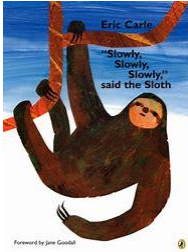
Discover how to age a tree. Children to count the rings in a felled tree and find out what they represent.

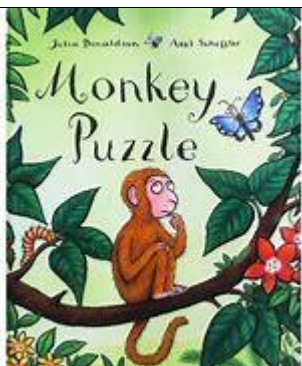
Expressive arts and design:

The children will make music using instruments to represent the weather of the rainforest. Calm music for a sunny day, loud fast music for thunderstorms, droplets and pitter patter sounds for rainfall. Children to discuss how the different music makes them feel.

Children to create their own musical instruments out of junk modelling.

Take a photo of an outside area of school. Children to create a jungle on top of the photo to turn our school into a rainforest recognising the differences.

	<p>Explore that green has more shades than any other colour. Children to colour mix greens to make them lighter and darker using jungle images for reference. Children to paint the rainforest with their mixed colours.</p> <p>Songs and rhymes: The Animal Boogie, down in the jungle, through the jungle</p> <p>Religious Education: Reception children will learn the story of the Gold Giving Serpent. Children to use facts to guess the animal. Children to identify India on a map and consider how they would feel if a snake left them gold coins along with the moral of the story.</p>
<p>Week 5 15/5/23 Key Vocabulary Habitats, explorer, equipment, investigation wall, investigate, hunt, find, findings, discover, discoveries, small, large.</p> 	<p><u>Are all animals the same?</u></p> <p>Communication and language: Children to use dressing up clothes and pack bags with equipment to get ready to go off and explore the jungle for animals. Place images of animals around the school for children to find. Children to go off in explorer teams and bring their findings back to class to share their discoveries and where they found them... Children to recall if they were found in trees, under logs, by water. Children to discuss the variety of animals that live in the rainforest from large elephants to small insects on the forest floor. Learn that more animals live in the rainforest than anywhere else in the world and discuss with the children why they think this is? Children to discuss physical features, habitats and diets.</p> <p>Physical Development: Fine motor. Wrap string around a tube and tie a snake to the end of the string. Children to race each other winding the string around the tube to see whose snake is the fastest.</p>



Gross motor. Set up a jungle obstacle course. Children to see if they can move with fluency and control. Children to see if they can mount and dismount apparatus confidently and safely. Move from one movement into another to link a sequence.

Miss Linky jingle exercise <https://www.youtube.com/watch?v=wIUjJg21FQ>

Personal, Social & Emotional Development:

Children to explore if they would like to live in a rainforest and provide reasons for why they would or would not like to live there. How would life be different if they were to live in a jungle?

Reception Children will learn through the Jigsaw Programme - Know how to help myself and others when feeling upset and hurt. Learn about 'Calm Me time' to manage feelings.

Literacy:

Children to think about and scribe questions that they would like to learn about the rainforest.

Questions to be added to a 'science investigation wall'.

Children to choose an animal found on the expedition and write some facts about what it is and where it was found. Children to add their work to the scientist's investigation wall, displaying a range of animals and plants that can be found in the rainforest. Children to share their work with peers, observing what others have found. Use wall to reflect back on throughout the weeks.

Children to write in a diary of about their experiences on their expedition: how they dressed for it, what they packed, where they went and what they found.

Label an explorer identifying equipment and items of clothing.

Phonics: Reception children will be learning the sounds air and ure and blending and segmenting words with these sounds. Common exception words: have, there.

Nursery children will be learning the sound r. They will practise saying the sound and hearing the sound in words, such as rabbit. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

Mathematics:

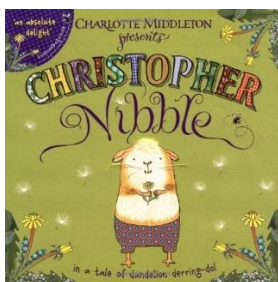
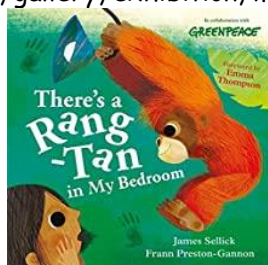
This week's activities will provide experiences that help the children to develop an understanding of the magnitude of numbers. Previously, the children have reasoned about the size of numbers through comparing sets of objects and identifying which set has more or fewer. This week, they will focus on ordinality: considering where numbers to 10 are in relation to each other. Through practical activities and games, the children will reason about numbers and think carefully about which is more or less. They will use linear number tracks to play games that encourage them to compare numbers that are far apart, near and next to each other. (For example, 10 is a lot more than 2 but 5 is only 1 more than 4.)

The children will make connections between their experiences with counting 1-to-1 and subitising dice patterns, and the actions of rolling dice and moving themselves and puppets/soft toys along linear number tracks. Playing games where each equal space on a track is labelled with a different, sequential number will reinforce the order of numbers, and will begin to develop the children's understanding of the rank order of numerical magnitude (the idea that numbers are getting bigger as we move along the track) and of the linear increase in the numbers (the idea that each number on the track is 1 more than the previous number and 1 less than the following number). Playing track games will also provide the children with practice in recognising numerals. These activities will give the children experience of counting on from different numbers and support them in continuing to develop their own 'mental number lines', a key building block for later mathematical knowledge.

	<p>Understanding the world: Children to learn key facts about animals and the rainforest, including:</p> <ul style="list-style-type: none"> • Some rainforests are over 100 million years old and have been around for as long as the dinosaurs. • It can take 10mins for a falling raindrop to fall from the emergent layer to the forest floor. • Rain forest plants provide ingredients for modern medicine. • Cocoa beans that make chocolate come from parts of the jungle. <p>Investigate the smallest and largest jungle animals, including the Pygmy Marmoset and Elephants. Compare small and large insects including the fairyfly, secret dwarf dragonfly to the titan beetle and atlas moth.</p> <p>Expressive arts and design: Using playdough, create plants and animals found in the Rainforest. Children to choose a medium in which they want to use to create their ideas reflecting back on their own skills and interests. Pitch matching games with jungle animals. Rainforest song - https://www.bing.com/videos/search?q=jungle+explorer+songs&docid=603500199977233330&mid=78D77DF86F08452E28B378D77DF86F08452E28B3&view=detail&FORM=VIRE https://www.youtube.com/watch?v=gBqV75NQRIQ</p> <p>Religious Education: Reception children to learn the story of Best Friends. Children to explore the moral of the story and how they would feel if their friend went away and what makes a good friend.</p>
<p>Week 6 22/5/23 Reflection week Key vocabulary</p>	<p><u>How can we care for all animals and planet?</u></p> <p>The children will participate in the Early Years Quiz to consolidate learning</p> <p>Communication and language:</p>

Reflect back on vocabulary covered through term.

Recycling, protect, reuse, reduce, save, gallery, exhibition, model.



Children to share their learning with the rest of the school and ask the school some rainforest facts questions during assembly.

Reflect back on all the animals we have learned about over the topic, use the science investigation wall to recall facts. Children to choose a favourite animal, which they will base their literacy work and clay model on.

Children to look at Logos on packaging including:

- Fair trade - Fairtrade works with farmers and workers so they can improve their living standards, invest in their communities and businesses, and protect our shared environment.
- Recyclable logo.
- Rain forest alliance - To be certified, growers must meet a list of 'sustainable agriculture principles' including conserving local wildlife and water resources, minimising soil erosion, treating workers fairly and reforestation where possible.

Children to discuss and learn about the meaning of these Logos and how to spot them.

Understanding the world:

Children to set up a pop-up art gallery to exhibit their art pieces. Children to take a virtual tour of an art gallery to gain an understanding of how work is exhibited. If children have visited a gallery, children to share their experiences.

Children to investigate ways that they can look after our planet. Including litter picking, saving water, thinking about the food we eat, growing your own, move away from single use plastic and reduce, saving energy, reuse and recycle. Set up a classroom recycle centre.

Complete 'green' challenges throughout the week:

Physical Development:

Children to test their balance providing apparatus that moves. Children to spin, rock, tilt, fall, bounce and slide. Children to be reminded of their posture to support balance.

Personal, Social & Emotional Development

Reception children will learn through the Jigsaw programme - Know and show what makes a good relationship. Talk about being the best friends we can be and know how to be a good friend.

Literacy:

Children write signs for the pop-up art gallery detail their exhibitions. Information to include the name of their animal, where they live, type of habitat and diet.

Make poster to hang around the school promoting positive changes we have learned to help look after animals and preserve our planet.

Phonics: Learning the sounds uh as er, ar, or, ur, ow and blending and segmenting words with these sounds. Common exception words: out, like.

Nursery children will be learning the sound h. They will practise saying the sound and hearing the sound in words, such as hat. They will also be developing their phonological and phonemic awareness by practising alliterations, exploring body-percussion, counting/clapping syllables in their names, exploring instrumental sounds and oral blending and segmenting.

Mathematics:

Using string, wrap lengths around trees and then compare which is the longest to discover the widest and thinnest tree.

Expressive arts and design:

Children to create sculptures of an animal of their choice using clay techniques to manipulate and roll clay.

Children to make a box home or create a picture for their animal to represent their habitat.

Create a museum for parents to come and view the children's clay animals.

The children will explore how to use different paint techniques to create animal markings. EG Roll marbles through paint to create the stripes of a tiger. Print the spots on a leopard using sponge.

Children to choose how many spots to give the leopard and count them as they go.

Songs and rhymes:

Old McDonald had a jungle -

<https://www.twinkl.co.uk/resource/t-t-2546003-old-macdonald-jungle-song-powerpoint>

Religious Education:

Reception children to learn the story of The Lost Coin. Children to reflect on the moral of the story and why the lady was worried. Children to explore that Christians believe that Jesus told the story to help people understand that God loves everyone and is happy when people make good decisions.