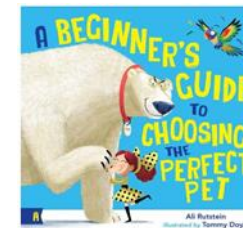
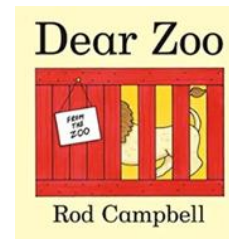
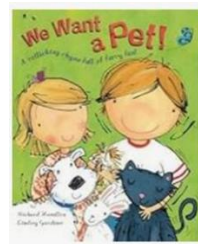
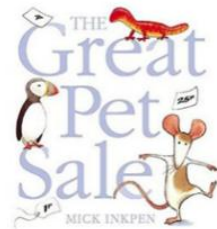




Nursery & Reception

Who would you pick as your pet?

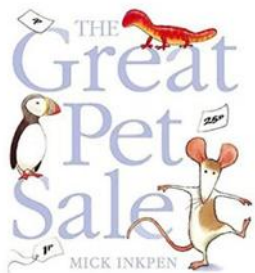
Summer 1 2025



Week 1

28th April 2025

Do you have any pets?



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, high, low,
fast, slow, bounce, still, freeze,
roll, crawl, walk, jump, run, hop,
skip.

For this short term we will have a focus on animals. To introduce this, we will start looking at the animals we care for at home as our pets.

Communication and language:

Firstly, we will settle the children back to school after the holidays and ask them to recall and share their experiences over the Easter holidays.

Children will be encouraged to talk about their pets using pictures throughout the week with their friends discussing their names, what they are, what they like/dislike and how they care for them.

The children will also have the opportunity to match a picture of pets to the teacher and explain their choices.

Physical Development:

The children will explore ways of moving in different ways using the theme as inspiration. By using a Crufts style obstacle course and a gymkhana of varying height and levels, tunnels and hoops the children will be able to roll, crawl, walk, jump, run, hop, skip, climb. They can also use command words such as walk, run, skip, go, stop, up, over, under, high, low, fast, slow, bounce, still, freeze to challenge each other.

Personal, Social & Emotional Development:

We will 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, things they like and dislike and what they need.

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:

Children will be encouraged to guess the pet by reading simple riddles and then have opportunities to write descriptions. They will also have opportunities through play based activities to write signs, labels in the pet shop/ vet role-play areas. *We will read stories about pets such as Hairy Maclary and Mog stories. Which are our favourites and why?*

Phonics: Reception children will learn the sound 'oo' for moon and book. Tricky words 'Some, one, said'.

Mathematics:

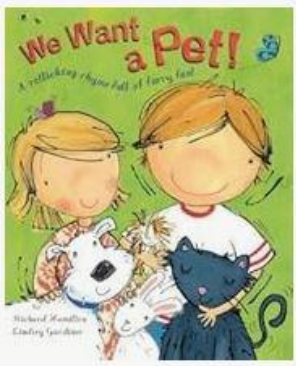
Children will look at how a bar graph can show popular and unpopular pets within the class. Reception children will continue to think about counting to find out 'how many' objects there are and the idea that the last number in the count tells us how many things there are altogether. They will also look at the sequence of numbers and be able to say what the missing number is when counting up to 20.

Understanding the world:

The children will learn about the different ways we can care for various pets and look at similarities and differences between animals and sort them into groups.

Expressive Arts and Design:

The children will explore ways to represent pets through various art and craft techniques. The children will have opportunity to express different animals through movement and dance.

	<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 4th May 2025</p> <p>Where can I find a new pet?</p>  <p>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. Animal homes: setts, burrows nests, sty, barn, drey, earths etc.</p>	<p>Communication and language: Children will be able 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 will explore and learn the names of a variety of animals that live on farms and wild animals and minibeasts in our local area.</p> <p>Physical Development: Children to act out being animals from our countryside, exploring how they live and move: Roll like a hedgehog, stroll like a fox, burrow like a mole. Reception children will learn how to move in different ways safely on simple gymnastic apparatus such as benches and gym tables.</p> <p>Personal, Social & Emotional Development The children will learn why it is important to care for the local area to help look after the animals that live in different places. Explore how animals on a farm have a role and are there for a purpose. Such as goats/cows give us for milk, chickens live in coops and give us eggs, sheep give us wool. We will also learn the role minibeasts have when exploring our garden.</p> <p>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.</p> <p>Literacy: The children will find animal prints outside in the garden and be encouraged to write about the animal they think it came from and explain why.</p>

Minibeasts names, head, thorax, abdomen, wings, stings
Action words: Fly, roll, stroll, burrow, jump, waddle, swim.
Woods, woodland, forests, ponds, lakes, canal, football fields, garden.

Children will

Phonics: Reception children will be learning the sounds 'ar' for car and 'or' for fork and blending and segmenting words with these sounds. Common exception words: same, one said.

Mathematics:

This week, Reception 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:

We will 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. We will also learn the names of where wild and agricultural animals might live: cow in a barn, pig in a sty, bird in a nest. (etc).

	<p>The children will help make a map following a nature walk of where wildlife might live within the school grounds looking at different habitats and then think about how we can encourage animals to make a home and set up safe areas for them.</p> <p>Children will find '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.</p> <p>Expressive arts and design: The children will use various ways to explore animals through art and music. The children can make models of minibeasts from recycled materials and loose part arrangements. 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.</p> <p>Religious Education: 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 12/5/25</p> <p>How do animals help us? Why should we look after them?</p>	<p>Communication & Language The children will listen to our visitor with Robin the hearing dog to understand how he helps them and ask relevant questions.</p> <p>Personal, Social & Emotional Development 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.</p>



Key vocabulary

Guide dogs, rescue,
senses, support,

Physical Development

By using a Crufts style obstacle course and a gymkhana of varying height and levels, tunnels and hoops the children will be able to roll, crawl, walk, jump, run, hop, skip, climb. They can also use command words such as walk, run, skip, go, stop, up, over, under, high, low, fast, slow, bounce, still, freeze to challenge each other.

Literacy

The children will write about different 'jobs' animals can have by writing simple fact files. They can write a thank you letter to our visitors.

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

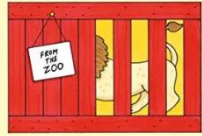
Maths

This week, Reception 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.

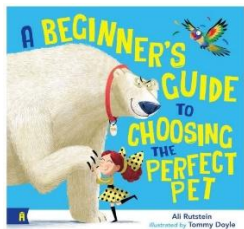
In addition, the children will have an opportunity to build on previous work on the composition of 6 and 7 as '5 and a bit', and see that both 8 and 9 can be composed as '5 and a bit'. A range of representations in which 5 is visible as a clear part will be used, including fingers, the double dice frame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

	<p>Understanding the world The children will learn how animals on a farm have a role and are there for a purpose such as goats for milk and cheese, chickens live in coops and give us eggs, sheep give us wool, horses can be used as a mode of transport, sheep dogs herd sheep and farm cats catch mice. We will also learn the role minibeasts have when exploring our garden. The children will learn that some animals are trained to help us by looking at Dog Squad programs.</p> <p>Expressive Arts & Design As part of RE the children will look at different butterflies and make observational drawings and paintings. The children will have opportunity to draw different dog portraits and create idea through role play of what they have learnt.</p> <p>Religious Education: Children to learn the story of Bilal and the beautiful butterfly and learn that Muslims believe Allah created all beautiful animals and places like the butterfly and how he should be praised for it. Children will reflect on the moral of the story and the awe and wonder of the natural world and how they should care for and celebrate it.</p>
<p>Week 4 WB 19/5/25</p> <p>Can all animals be pets?</p>	<p>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?</p> <p>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.</p> <p>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.</p>

Dear Zoo



Rod Campbell



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.

Enclosure, safety,

Communication and language:

Talk about times the children have been to the zoo/ safari park. 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!

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.

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.

The children can discuss how the animal inside might be feeling, what we can do to help and 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 - Show respect in how to treat others and understand the impact of unkind words.

Literacy:

Following the discovery of the poster the 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. They can also make signs for the box providing instruction: do not open, animal inside, please be quiet... They will be encouraged to make a simple 'Who is in the zoo?' lift the flap book with 3 or more animals.

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

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, Reception 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. 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:

The children will look at the animals in the zoo their enclosures and view what they look like and what is inside for the animals. Why are the enclosures different? We will also discuss why some animals are kept in zoos, such as conservation.

Expressive arts and design:

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.

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.

Music-Songs and rhymes: Alice the camel, five little monkeys,

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.