



Big Question: Where do animals live?

Year Group: Reception	
<p><b>Focus of Learning / linked to topics:</b></p> <p>Children will look at a range of different animals and their habitats. They will be provided with the opportunity to talk about their knowledge of habitats using small world play and writing opportunities. We will explore the different needs of animals that their habitat provides and why the animals need to live there. We will provide a range of resources that allow children to draw, write and create linked with animals and where they live.</p>	<p><b>Prior Learning / linked to topics:</b></p> <p>Children will be aware of some animals and where they live through previous stories (eg. woodland animals from Autumn literacy book 'After the Storm', sea life and the ocean habitat from Autumn recycling topic.) Children may be able to talk about the different features of the habitats they know. Children will be familiar with a limited range of habitats, e.g. jungle, farm, forest. Children will have some understanding animals live in different places.</p>
<p><b>Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills):</b> (covering progression strands)</p>	
<p><b>Prime Areas:</b></p>	
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>To identify and moderate their own feelings socially and emotionally.</li> <li>To consider the feelings and needs of others.</li> <li>Plan what they want to do next and make adaptations when necessary.</li> <li>To develop independence when dressing and undressing for P.E.</li> <li>To talk about how to solve a problem when faced with a challenge.</li> <li>To understand different ways to stay safe near roads. Links with Wear Blue for Bobby day.</li> <li>To listen to the ideas of other children and agree on a solution and compromise.</li> </ul>	<p><b>Key vocab / key questions:</b></p> <p>Kindness, considerate, thoughtful, feelings/emotions, planning, overcoming problems, adapt, develop, I can, challenging, staying safe, listening, compromise, conflict.</p> <p>How am I feeling today? How does my body react to this feeling?  How might my friend be feeling? Can I help?  How might this affect the animals and where they live?  What do you know about this habitat?  What do I need to do to stay safe near roads?  How do animals behave in their natural habitats?  What challenges might they face in order to survive?  Which animals might need to work in groups to stay safe and healthy?  How has this animal adapted to suit its habitat?</p>

**Communication and Language**

- To retell a story using their own words.
- To follow a story without pictures or props.
- To share their work to the class- standing up at the front.
- To understand and answer how and why questions.
- To use new vocabulary in different contexts.
- To engage in non-fiction books.

**Key vocab / key questions:**

Retell, Rhonda the Reteller, sequence, story, present, how, why? Vocabulary, wow words, non-fiction, fiction.

How does the story start? What happens next?  
Can you retell this story in your own words?  
What are your thoughts? Can you share these with the class?  
How do animals survive in this habitat?  
Why do elephants have a trunk?  
What are you going to use to build your jungle tree?  
Can you use our new, special vocabulary words throughout the day?  
How can we find out more information about tigers?  
Who lives in the desert?  
Where would I find a leopard?  
How could we make a safari in our home corner?

**Physical**

- To develop control when using equipment.
- To develop accuracy when throwing to a target.
- To explore traveling around, over and through apparatus.
- To start showing ability to throw a ball underarm using one hand and catch with a partner.
- To hold scissors correctly and cut out large shapes.
- To write letters using the correct letter formation and begin to control the size of letters.
- To begin to add more detail to drawings and paintings using
- Fill containers without letting it overflow.

**Key vocab / key questions:**

Pencil grip, hold, move, handle, control, throw, target, travel, climb, underarm, catch, cut, carefully, detail, pour, scoop, over, under, through.

Can you move like a lion?  
Move like a snake  
How can you travel over/under/through this obstacle course?  
What detail can you include in this picture to make the animal really recognizable?  
What tool could you use to add that detail in?  
Can you pour from container to container?  
What makes a good pencil grip?  
How should you carry scissors safely?  
Can you cut out this large circle?

**Specific**

**Literacy**

- To retell a story.
- To follow a story without pictures or props.
- To talk about the characters in the books they are reading.
- To read high frequency words – will that this then them with see for now down look too.
- To recognise all Phase 2 and 3 sounds.
- To recognise Phase 2 and 3 Tricky Words.
- To read longer words including those with double letters.
- To read sentences containing phase 2 and 3 tricky words and digraphs.
- To read books matching their phonics ability.
- To form lowercase letters correctly and begin to form some capital letters.

**Key vocab / key questions:**

Books, stories, high frequency words, phase 2, phase 3, tricky words, sentences, uppercase, lowercase, blend, segment, caption, persevere, capital letters, full stops, Rhonda the reteller, understand, characters, finger spaces.

Can you retell what happened in our story today?  
How did the characters behave/feel? Describe the ----- character.  
What sounds do these letters make?  
What key safari topic words can you write down?  
Can you spell the word 'zebra'?  
What do you need to include at the start of writing your name?  
What needs to go at the end of a sentence?

<ul style="list-style-type: none"> <li>● To practise memorising and repeating a sentence before writing it.</li> <li>● To begin to understand that sentences start with a capital letter and end with a full stop.</li> <li>● To write sentences using finger spaces and when guided.</li> <li>● To spell words using taught sounds.</li> </ul>	<p>How will you make all of your words separate in the sentence? Can you tell me what you want to say before writing it down?</p>
<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>● To recognise numerals 0-10.</li> <li>● To find one more or one less from a group of up to 8 objects.</li> <li>● To practise number bonds to 10.</li> <li>● To know addition facts to make 5.</li> <li>● To explore the composition of 9 and 10.</li> <li>● To estimate a number of objects and check by counting.</li> <li>● To count back from a given number within 10.</li> <li>● To compare quantities to 10.</li> <li>● To explore odd and even numbers.</li> <li>● To order numbers to 10.</li> <li>● To begin to understand the two parts within the whole.</li> <li>● To take away objects and count how many are left.</li> <li>● To find the missing number.</li> <li>● To make their own repeating patterns ABB and ABBC.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Addition, subtraction, plus, takeaway, total, all together, numbers, numerals, objects, number bonds, estimate, count backwards, compare, order, missing number, 5 frame, 10 frame.</p> <p>How many wildebeests are there altogether? If I have 7 meerkats, how many more do I need to make a group of 10? Can you show me using a 10 frame? Estimate how many lions are in the pride. Which herd of elephants is the biggest? Can you check this by counting? Can you order these numerals? How many animals are hiding? What is the missing number? I have 8 monkeys, if one more joins the troop, how many monkeys are there now?</p>
<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>● To know about the past through settings, characters and events encountered in books read in class and story telling.</li> <li>● To know that Christians celebrate Easter.</li> <li>● To know about and recognise the signs of Spring.</li> <li>● To know about features of the area in which they live and talk about how it varies from another location e.g. a farm or jungle.</li> <li>● To sow peas, beans and other plants.</li> <li>● To know that some animals are nocturnal.</li> <li>● To know about different habitats.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Past, present, Easter, Spring, changes, seasons, habitats, plants, animals, adapt, nocturnal.</p> <p>What happened in the story? Where was the story set? Why is Easter an important celebration for Christians? What signs of new life can we see in Spring? Can you compare a farm with a jungle? What similarities and differences are there? What do plants need to grow healthy? What does nocturnal mean? How have animals adapted to hunting at night? What are the key features of a desert habitat? Can you tell me the difference between a jungle habitat and a polar habitat?</p>
<p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>● To use natural objects to make a piece of art.</li> <li>● To explore how features of the natural world (animals) can be represented through art.</li> <li>● To explore the work of Steve Mbatia, using paint and collage.</li> <li>● To share creations and talk about the process.</li> <li>● To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</li> <li>● To make props and costumes for different role play scenarios.</li> </ul>	<p><b><u>Key vocab / key questions:</u></b></p> <p>Mediums, materials, natural objects, creative, glue, PVA, sellotape, masking tape, split pins, animals, patterns (stripes, spots etc), costumes, songs, beat, choir, role play.</p> <p>What materials will you need? How could you create a tiger pattern? What could you use to join these 2 materials? What costume could you make for this role play? What makes a good performance?</p>

- To talk about working safely.
- To perform songs at the Easter Concert.
- To join in with year group singing time.
- To associate genres of music with characters and stories.
- To create costumes and resources for role play.

Can you be part of a choir?  
What songs do we sing at Easter?

### **R.E**

Why do people gather together? (continued from Spring 1)

#### **Gathering**

Know and understand:

- how and why people gather together – *Explore*
- the joy of gathering together to celebrate at Mass – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

How and why do things grow?

#### **Growing**

- Spring is a time when things begin to grow – *Explore*
- Lent – a time to grow in love to be more like Jesus and to look forward to Easter – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

### **RSHE**

*Life to the full:*

Created to Love Others: Religious Understanding

Created to Love Others: Personal Relationships

*World Book Day*

#### **Safe Messages**

A1,2,3,6, 8    B1,2,4,6,8,9    C1,3,4,6,10    D1,2,3    E4    F7    H1,2    I1,2,4

#### **Topic Resources:**

##### **Books to be used:**

Starry Safari  
Handa's Hen  
Handa's Surprise  
Bug's Big Trick  
Little People Big Dreams – David Attenborough

Other resources will be highlighted in the enhancements section for weekly continuous provision planning.