

Term: Summer 2 - Animals

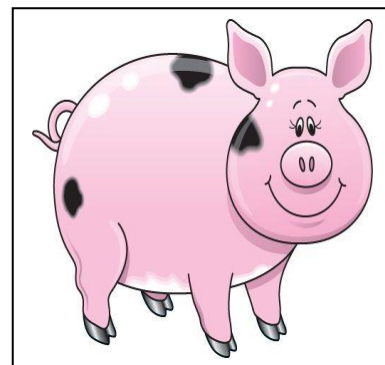
Core Books to be used:

Farm Books:

I Love Animals by Flora McDonnell
A Pig in the Pond by Martin Waddell
Farmer Duck by Martin Waddell
Proud Rooster and the Fox by Colin Threadgall
Farmyard Hullabaloo by Giles Andreae
The Very Hungry Caterpillar - Eric Carle
The Tadpole's Promise - Jeanne Williams

Jungle/Wild Animals Books:

A Rumble in the Jungle by Giles Andreae
Dear Zoo by Rod Campbell
Jungle Party by Brian Wildsmith
Quiet by Paul Bright
Supermarket Zoo - Caryl Hart
Handa's Surprise - Eileen Browne



Areas of Learning	Detailed Knowledge Content	Vocabulary
Personal, social and emotional development	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> That after the school holidays, some children will be moving class to Reception The names of the adults in the Reception class Sometimes people do not agree with others and might not want to share their toys. How to begin to find solutions to conflicts and rivalries What healthy choices with regards to food, drink, exercise and personal hygiene are i.e. tooth brushing, keeping etc. That good friends share, take turns and look after one another That they need to wash their hands before they eat to get rid of any germs <p>Reception Children to Know:</p> <ul style="list-style-type: none"> That others may have the same or different thoughts, ideas and feelings to theirs and to be sensitive to this How to confidently talk about their own ideas and how to choose resources to carry these out To share resources by taking turns and being patient whilst waiting To make friends by taking turns in conversation and by showing kindness and respect towards others About their own and others behaviour and the importance of following the rules. To manage their own needs independently - going to the toilet, washing hands, removing and putting on own items of clothing, hanging up own coat, looking after own belongings - book bag, P.E. kit, water bottle To ask for help when needed and to help others The importance of personal hygiene and self-care and the need to remember the hygiene rules - hand washing, sanitising, flushing the toilet, asking for help when needed The names of emotions - happy, sad, cross, nervous, scared, angry, excited How to recognise different emotions and feelings in themselves and others That in September they will be moving to Year 1 and the names of the adults who are in Year 1 Information about Year 1 - the classroom layout, adults in Y1, timetable, expectations, activities 	<p>Nursery Vocabulary</p> <p>Moving, on, growing, changing</p> <p>Ideas, thoughts, feelings, same, different, sensitive</p> <p>Resources, share, take turn, ideas, choose, explore, create, carry out</p> <p>Friends, take turns, share, listen, conversation</p> <p>Own needs, independence, hand washing, hygiene, keeping clean, cleanliness</p> <p>Belongings, responsible, take care, put away, keep tidy</p> <p>Help, ask, assistance, personal hygiene, clean, take care</p> <p>Feelings, emotions, happy, sad, cross, nervous, scared, angry, excited, recognise</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Sharing, kindness, waiting, being patient</p> <p>Rules, follow, safety, behave, hygiene, keeping clean</p> <p>Moving, changing, growing, older, nervous, excited, anxious, scared, happy, brave, September, new term, new school year</p> <p>Year 1, names of adults, classroom layout, activities, timetable behavioural expectations, growing, getting older,</p>

<p>Communication and Language</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • Some words to describe what animals look like such as stripy, spotty, furry, smooth, scaly etc. • How to start a conversation with an adult or friend and be able to continue for many turns • How to use a full sentence in conversation with others • That they can use talk to express their points of view in a conversation • How to listen carefully in class discussions and participate with own comments, views and ideas. • The names of fruit that they like and dislike and that others have different likes and dislikes <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to spot rhyming words in a well-known poem • To use knowledge of rhyme to predict the word that will come next • How to use call and response to learn repeated phrases and to recite lines from poems and rhymes • The meanings of words in repeated phrases from within a refrain or a verse in order to clarify the words being used. • To connect one idea or action to another using connectives – and, but, or, then • The differences between fiction and non-fiction books – fact, fiction, illustrator, photographer, contents page • How to use non-fiction books to develop a deep familiarity with new knowledge and vocabulary. • To talk through problems and how we could solve them using problem solving words and phrases – <i>Can you help me please? I think that..., let's think about... How can we make it better?</i> • To articulate their thoughts and ideas in well-formed sentences • The names of new fruit they have been introduced to through stories and discussion 	<p>Nursery Vocabulary Describe, texture, feel, stripy, spotty, rough, smooth, furry, scaly</p> <p>Talk, conversation, sentence, explain, turns, respond, explain</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Rhymes, repeated words, rhyming words, same sound at the end, predict, listen, identify, say, repeat, listen, call, response, echo, words, meaning, recite</p> <p>Idea, action, connect, and, if, but, or</p> <p>Fiction book, illustrator, made up, imaginative</p> <p>Non-Fiction, fact, information, photographer, contents</p> <p>Problem solve, discuss, listen, appreciate, understand, questions, think</p> <p>Thoughts, discuss, sentences, clear</p> <p>Fruit, like, dislike, new, apple, pear, banana, grape, strawberry, raspberry, blueberry, kiwi, pomegranate, mango</p>
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Physical Development	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • That they can move their body in different ways such as walking, jumping, skipping, hopping etc. • That animals move in different ways and can think of a way to move their body to imitate that such as slithering like a snake, stamping like an elephant etc. • Start taking part in some group, circle time and team activities which they can make up independently - Lucy Locket, What time is it Mr Wolf? • That a knife cuts food and then a fork or spoon is used to put food in their mouths • That they can do some care skills by themselves such as going to the toilet, washing and drying own hands, removing or putting on own coat and jumper • That there are different pieces of equipment in the outdoor area that can be using in different ways such as balls for throwing/catching/kicking, hoops for target games/hula hopping, beanbags for catching/throwing/target games. <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to use body strength, coordination, balance and agility in a range of activities • How to find a space both indoors and out • How to move with confidence, imagination and safety • How to change and vary actions • How to copy and perform simple movements • How to develop and refine a range of ball skills - throwing and catching, kicking, passing, batting and aiming • About the different factors that support overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian • To have good posture when sitting at a table or on the floor • To use the correct posture when sitting at a table to write - bottom to the back of the chair and feet on the floor • How to hold a pencil with a tripod grip • How to form letters with the correct sequence of movements • To use the RWI formation phrase to help with correct formation of all letters 	<p>Nursery Vocabulary</p> <p>Movements, travelling, walking, jumping, skipping, hopping, slithering, stamping</p> <p>Team, circle games, rules, follow</p> <p>Knife, fork, spoon, cuts, holds</p> <p>Equipment, use, safety, balls for throwing/catching/kicking, hoops for target games/hula hopping, beanbags for catching/throwing/target games</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Body strength, coordination, balance, space, move, confidence, imagination, safety</p> <p>Match, movements, change, adapt, vary, space</p> <p>Copy, perform</p> <p>Develop, refine, improve, skills, aim, throw, catch, kick, pass, bat</p> <p>Health, keeping well, regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Sit, posture, comfortable</p> <p>Pencil, grip, comfortable, letter formation, write, form, tripod</p> <p>Running, jumping, rolling, skipping, stamping, slithering, sliding, crawling, creeping</p>
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<p>Mathematical Development</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • That some animals or insects have patterns on them such as butterflies, caterpillars, tigers, elephants, zebras • That shapes can be used to create new shapes or representations of things • What shapes in the environment look like (circle, square, triangle, rectangle, sphere, cube, cuboid) and talk about their properties (flat, points, straight, curved) • Time sequencing vocabulary (first, then, next, after, before) and can use these when describing a sequence of events real or imaginary • A familiar route and can describe their journey - from home to school • Mathematical vocabulary relating to size, length, weight and capacity • Say one number for each item in order • What the numbers 1-5 look like and can experiment with own symbols and marks as to represent these <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to count to 20 and beyond • How to subitise • How to match amount to numeral to 10, then 20 and beyond • How to estimate and then count to check • How to recognise and name 2d and 3d shapes - triangle, circle, oval, square, rectangle, sphere, cube, cuboid, pyramid, cone • The order of numbers when counting forwards and backwards • The number that is 1 more / 1 less than a given number to 10 and then 20 • How to sequence the numbers on the correct order • Doubling facts within 10 • Odds and evens within 10 • How to problem solve using doubling and halving • Halving and sharing • How to make a map -to show scenes from stories • How to make a map - to show journeys to and from school • How to make a map - to show how to navigate an obstacle course • How to recognise, discuss and create repeating and symmetrical patterns • The numbers bonds to 5 and then 10 • How to add and subtract within 10 using the key vocabulary - add, plus, altogether, makes, equals, more, subtract, take away, less, leaves, difference between • How to use a variety of resources to support calculations and understanding - numicon, dominoes, dice, number lines, whole / part / part. Five Frame, Ten Frame • To recognise and name 2D and 3D shapes in the environment 	<p>Nursery Vocabulary</p> <p>Animal patterns, print, zig zag, symmetrical, spots, stripes</p> <p>Shapes, create, together, join, triangle, circle, square, rectangle, oval, star, sphere, cube, cuboid, flat, points, straight, curved</p> <p>Time, first, then, next, after, before</p> <p>Route, follow, see, street signs, bus stops, shops, around, past, forward, turn</p> <p>Measure, more, less, longer, shorter, full, empty, bigger, smaller</p> <p>Count, touch, how many, altogether</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Number names to 20, more, less, 1 more, 1 less, forwards, backwards</p> <p>Subitise, see it, say it, think quick, estimate, count, check</p> <p>Match, amount, numeral, estimate, check, count</p> <p>Order, first, then, next, before, after, 1 more, 1 less, sequence</p> <p>Double, facts, odd number, even number, half</p> <p>Map, route, follow, direction, forwards, turn, next to, beside, under, straight ahead, backwards</p> <p>Repeat, follow, continue, pattern, symmetrical, same, create</p> <p>Number bonds, pairs, whole / part / part, makes</p> <p>Resources, numicon, dominoes, dice, number lines, whole / part / part. Five Frame, Ten Frame</p> <p>2D shapes - triangle, circle, square, rectangle, oval 3D shapes - sphere, cube, cuboid, pyramid, cone</p> <p>Calculate, work out, add, add, plus, altogether, makes, equals, more, subtract, take away, less, leaves, difference between</p> <p>Resources, numicon, dominoes, dice, number lines, whole / part / part. Five Frame, Ten Frame</p>
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<p>Understanding The World</p>	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • The names of different farm animals - pig, cow, horse, goat, duck, chicken • The names of different wild animals - lion, tiger, zebra, elephant, rhinoceros, giraffe • The names of some animals that might be kept as pets - dog, cat, hamster, rabbit, guinea pig • The names of minibeasts that we find in our garden - caterpillar, worm, butterfly, spider • Where some animals can be found such as in the wild, in a zoo, on a farm, in our home, in water, in the desert, in the jungle, in the garden etc. • Some of the names of jobs of people who look after animals - zookeeper, farmer, vet • That baby animals have different names to the adults - cow/calf, sheep/lamb, duck/duckling etc. • Some of the features in the local area such as parks, shops, bus stops, ponds etc. • That we do not hurt living things • That we need to give food and water to living things • Some of their favourite parts or things they have learnt during the Nursery year • Some of the changes that happen in the season of Summer such as it gets warmer, it rains less etc. <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • That animals live in different environments and habitats - the farm, the jungle, the woodlands, our gardens / homes, the pond, rivers • The names of animals that live in the jungle - lion, tiger, monkey, jaguar, elephant, gorillas, leopard • The names of animals and their young that live on the farm - cow, calf, sheep, lamb, horse, foal, pig, piglet, hen, chick, goat, kid, cat, kitten, duck, duckling, goose, gosling • The names of animals that we see in the garden - caterpillar, butterfly, bee, bird, cat, worm • The names of animals that we have as pets - dog, cat, goldfish, guinea pig, hamster • We take our pets to see a vet if they are feeling unwell or injured • How we care for pets and look after them -provide food and drink, give shelter, protect, visit the vet, show attention and love • That a farm is an area of land used for growing crops or raising animals • That people who work on the farm are called farmers and they have an important job - to provide food for us to eat • Farmers keep animals to produce - meat, eggs, wool and milk • That a jungle is land covered with dense forest and plants, usually in tropical climates • Where some of the jungles can be found - central America, western Africa, Southeast Asia • Features of the local area - garden, woods, allotment 	<p>Nursery Vocabulary</p> <p>Farm animal, pig, cow, horse, goat, duck, chicken</p> <p>Wild animals, - lion, tiger, zebra, elephant, rhinoceros, giraffe</p> <p>Pets, dog, cat, hamster, rabbit, guinea pig</p> <p>Minibeasts, garden, caterpillar, worm, butterfly, spider</p> <p>Baby animals, cow/calf, sheep/lamb, duck/duckling</p> <p>Care, protect, look after, environment, summer</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Environments, habitat - the farm, the jungle, the woodlands, our gardens, homes, ponds, river</p> <p>Jungle - lion, tiger, monkey, jaguar, elephant, gorillas</p> <p>Farm animals and their young - cow, calf, sheep, lamb, horse, foal, pig, piglet, hen, chick, goat, kid, cat, kitten</p> <p>Gardens - caterpillar, butterfly, bee, bird, cat, worm, frog</p> <p>Pets - dog, cat, goldfish, guinea pig, hamster, vet</p> <p>Care, protect, shelter, food, water, love, attention</p> <p>Farm - land, crops, animals, farmer, produce food</p> <p>Jungle - dense forest, plants, flowers, tropical, warm climates</p> <p>Local Area, bus stop, park, shop, pond, post office, gardens, field, allotment</p>
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Literacy	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • They can look at the image on the front cover of a book to see what the book might be about • Print has meaning and is all around us • We read English text from left to right and from top to bottom • The names of the different parts of a book: page, cover, title, author, illustrator • How to write some or all of their name • What some letters look like and begin to form these in won writing <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • To say out loud what they wish to write ahead of writing it • How to 'hold a sentence' when writing • The importance of planning writing and the need to discuss what they wish to write before writing • To use their phonic skills when segmenting words to spell • How to write short sentences / captions with known sound-letter correspondences • Re-read what they have written to check that it makes sense • To speak in simple and compound sentences, ready for transcription. • How to write more than one sentence which can be ready by themselves and others. • How to form letters with the correct sequence of movements • To sit at a table using the correct posture and hold a pencil with a comfortable grip (tripod) • To apply their phonic skills when decoding unfamiliar words • That some words have to be read on sight and these are called 'tricky words' • How to read aloud words, simple sentences and books that are consistent with their phonic knowledge, including some common exception words from RWI Green / purple books • To anticipate / predict where appropriate - key events in stories. • To know and use the correct terms about books - author, illustrator, title, blurb, fiction, non-fiction, page, cover, spine, photographer, facts, information, contents page • How to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play • To discuss stories, rhymes and poems in order to understand the content of what has been read or heard and to learn the meanings of new words 	<p>Nursery Vocabulary</p> <p>Book, cover, picture, print, around, environment, page, cover, title, author, illustrator</p> <p>Name, write, letter, form, capital, recognise</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Write, plan, say out loud, hold a sentence, plan it, say it, remember it, write it, check it, read it</p> <p>Phonics, sound out, spell, sounds, special friends</p> <p>Sentences, words, captions, phrases, capital letter, full stop, finger spaces, letter formation, size, pencil grip, writing, posture, comfortable</p> <p>Read work, check for sense</p> <p>Tricky words, tricky bits, read on sight</p> <p>Phonics, sound, decode, sound out, blend, special friends, apply, use, read, fluent</p> <p>Terms about books - author, illustrator, title, blurb, fiction, non-fiction, page, cover, spine, photographer, facts, information, contents page</p> <p>Predict, anticipate, events, next</p> <p>Correct terms about books - author, illustrator, title, blurb, fiction, non-fiction, page, cover, spine, photographer, facts, information, contents page</p>
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Expressive Arts and Design	<p>Nursery Children to Know:</p> <ul style="list-style-type: none"> • How to use a pencil to create lines to represent different animals • The words to songs and rhymes and can join in with these in whole class / group sessions - <i>There's a worm in the bottom of my garden, Mary had a Little Lamb, Old Macdonald, Baa Baa Black Sheep</i> • How to use words to create their own songs • The names of colours • That they can mix colours to create new ones • That they can use paint and other resources to create simple representations of people, animals and objects • That they can look at and object or place to help them paint create their own representations <p>Reception Children to Know:</p> <ul style="list-style-type: none"> • How to safely use and explore materials, tools and techniques - paper, card, boxes, tissue paper, foil, crepe paper, scissors, brushes, glue spreaders, cello tape, fasteners, tearing, cutting, layering, collage, assemble, join, fasten, • To experiment with colour, design, texture, form and function • That we mix colours to create new colours • How to share own creations, explaining the process they have used. • To make use of props and materials when role playing characters in narratives and stories. • How to create close observational drawings and paintings of fruit and vegetables. • That Paul Cezanne is a famous painter from France • The Painting 'A Basket of Apples' was created by Cezanne • How to use this famous art work as a stimulus to create their own fruit painting • That Antonio Vivaldi is a famous composer from Italy • Vivaldi's 'Four Seasons' • The changes in the music and to recognise the 4 seasons within it • Big Bear Funk - Charanga Unit: Reflect, Rewind and Replay • To listen to and discuss different music • The words to different songs and the meaning of these when singing • We can have our own opinions about music and these may be the same or different to the thoughts of others • The need to respect and listen to the views of others • To discuss own likes and dislikes • The names of percussion instruments - tambourine, triangle, claves, drum, cymbals, bells, castanets and how to play these • The changes in music - fast, slow, loud, quiet 	<p>Nursery Vocabulary</p> <p>Pencil, line, draw, discuss, meanings, marks, explain</p> <p>Words, rhymes, songs, rhyming words</p> <p>Paint, draw, colours, match, mix, create</p> <p>Reception Vocabulary (Nursery vocabulary to be revised and built upon)</p> <p>Paper - tissue, foil, crepe paper, sugar, newsprint</p> <p>Tools - scissors, brushes, glue spreaders, cello tape, fasteners, pencils, crayons, chalk, water, paint</p> <p>Techniques - tearing, cutting, layering, collage, assemble, joining, fastening, mixing</p> <p>Colour mixing - match, create, new</p> <p>Role-play, props, characters, experiences, stores, re-tell, re-enact</p> <p>Artist, Paul Cezanne, artist, famous, France, 'A Basket of Apples'</p> <p>Vivaldi's 'Four Seasons', composer, Italy, music</p> <p>Sing, join in, repeat, reflect, discuss, share, opinions, like, dislike, share, respect</p> <p>Percussion instruments - tambourine, triangle, claves, drum, cymbals, bells</p> <p>Changes in music - fast, slow, loud, quiet</p>
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