

Physical

- Dough gym and funky fingers activities during continuous provision time
- Yoga session
- Trim trail and other gross motor activities in the outdoor area
- Writing using different media
- Name writing in Phonics/ writing intervention
- Gary West activities – introduce Sports Day activities
- Coat champions
- Themed playdough mats
- Construction focus with large cardboard boxes to make a farmyard
- Exploring one handed tools. Measuring in the water and sand tray
- Drawing around shadows
- Creating different movements to observe different shadows

PSED

- Re-establish class rules
- Working together to construct the best suited habitat/ houses for the animals from our stories
- Pulling faces to show how each of the characters might be feeling
- Discussion around the mouse and his feelings. Discussion around the Gruffalo's child and his feelings
- Talk about the Gruffalo's child and whether he should be leaving into the woods without his adult
- Giving and receiving presents – relating to the story Dear Zoo
- Talking about the intention of the animals in the story The Gruffalo
- Focusing on how to care for animals – White Post Farm Roadshow

Communication and Language

- Listening to a range of text
- Looking at concepts of size through the story of The Gruffalo
- Talking about the positioning of Rosie in the story Rosie's Walk
- Fish fingers game/ Kim's game
- Children to make different sounds with their voices and adding their own sound effects to stories
- Inviting the children to play in the small-world to recreate/ retell the story
- Listening and sound games to help children make and distinguish between sounds to promote good listening skills
- Role play areas in the classroom and outdoor areas
- Children to discuss their weekend news with the class to promote speaking and listening skills and boost confidence
- Questioning on the characters, voting a favourite

Maths

- Measuring using construction toys
- Sequencing the story
- Ordering of size, both height and weight. Comparing animals in the story The Gruffalo
- Exploring numbers on the themed items
- Matching quantity and number: Numbered habitats for the set amount of animals to live
- Positional language focus, looking at the map in the story 'What the Ladybird heard'
- Positional language focus, recalling where Rosie goes on her walk




Curious Creatures
F1
Key themes and texts:

W1 Woodland Animals: The Gruffalo
W2 Woodland Animals: The Gruffalo's Child
W3 Zoo Animals: Dear Zoo
W4 Jungle Animals – Assessment
Week (1) **Green**: Rumble in the Jungle
W5 Farm Animals – Assessment Week
(2) **Green**: What the Ladybird Heard
W6 Farm Animals: Rosie's Walk

Literacy

- Small world areas to be set up for different stories throughout the topic for retelling using props
- Reading dens in outdoor area
- Daily shared stories in small groups, 1:1 and classes, 1:1 Q. A. reading log to be recorded
- All children to continue to take books home
- Focus on describing words linked to the characters and setting with the stories
- Different themed writing frames for children to access independently on the writing table
- Mark making activities in different media to support early writing skills (chalk, water, paints, foam)
- Children to complete weekly literacy bookwork and independent bookwork
- Clipboards and pens accessible for the children to take outside
- Phoneme flames/ phoneme in the outside provision
- Inviting the children to re-tell the story using the sequencing cards
- To join in with the repeated phrases
- Children to name their work and to make marks to represent labels
- Designing maps
- Making marks to name the scrambled snake jelly
- Identifying rhyme in stories

Trips and providers

100 days in school –
Dress up as if you were
100! Friday 26th Feb?

White Post Farm
Roadshow

Police Officer to read
What the Ladybird
Heard (?)

Understanding the World

- ICT equipment to be explored, such as: the touchscreen computers, the keyboard and headphone, the role-play phones and cameras
- Exploring the animal's habitats with different materials and observing what habitat suits that animal best
- Exploring the different occupations: farmer, zoo-keeper, police officer
- Investigating the different groups of animals
- Observing how the jelly (scrambled snake) changes as it sets

Expressive Art and Design

- To create different effects with the playdough
- Exploring shadows to create art, linking to the Gruffalo's child
- Creating glass stained window effect art
- Creating animal prints
- Talking about the different textures of the animals who came to visit
- Listening to and exploring the song board, joining in with the actions and the familiar songs

Characteristics of Effective Learning

Creating and Thinking Critically: Appropriately using the resources and linking them to personal experience of animals. Accessing the provision and applying the concept of big and little.

Active Learning: Using the activities provided with independence, linking previous learning and experiences.

Playing and Exploring: Linking the experience of the Animal Roadshow to the stories shared over the half-term.

Physical Development

Enjoy starting to kick, throw and catch balls.
Walk, run, jump and climb –and start to use the stairs independently.
Develop manipulation and control.
Explore different materials and tools.
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Learn to use the toilet with help and then independently.
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Use large-muscle movements to wave flags and streamers, paint and make marks.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

PSED

Thrive as they develop self-assurance.

Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.

Feel strong enough to express a range of emotions.

Be increasingly able to talk about and manage their emotions.
Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Become more outgoing with unfamiliar people, in the safe context of their setting.

Communication and Language

Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Understand simple instructions like "give to mummy" or "stop".

Recognise and point to objects if asked about them.

Listen to other people's talk with interest, but can easily be distracted by other things.

Start to say how they are feeling, using words as well as actions.

Start to develop conversation, often jumping from topic to topic.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Are usually still learning to pronounce: /r/w/y-s/sh/ch/dz/j/f/θ - multi-syllabic words such as 'banana' and 'computer'.

Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Sing a large repertoire of songs.

Use longer sentences of four to six words.

Mathematics

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to three items.

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

Build with a range of resources.

Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Show 'finger numbers' up to 5.

Experiment with their own symbols and marks as well as numerals.

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'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Literacy

Say some of the words in songs and rhymes.

Sing songs and say rhymes independently, for example, singing whilst playing.

Enjoy sharing books with an adult.

Pay attention and responds to the pictures or the words.

Ask questions about the book. Makes comments and shares their own ideas.

Develop play around favourite stories using props.

Enjoy drawing freely.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Make marks on their picture to stand for their name.

Engage in extended conversations about stories, learning new vocabulary.

Write some or all of their name.

Expressive Art and Design

Show attention to sounds and music.

Respond emotionally and physically to music when it changes.

Move and dance to music.

Make rhythmical and repetitive sounds.

Explore a range of sound-makers and instruments and play them in different ways.

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Explore colour and colour-mixing.

Listen with increased attention to sounds

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Understanding the World

Repeat actions that have an effect.

Explore natural materials, indoors and outside.

Explore and respond to different natural phenomena in their setting and on trips.

Make connections between the features of their family and other families.

Use all their senses in hands-on exploration of natural materials.

Show interest in different occupations.

Explore how things work.

Talk about the differences between materials and changes they notice.

Continue to develop positive attitudes about the differences between people.

Explore collections of materials with similar and/or different properties.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.