


<p><u>Communication and Language</u></p> <p>We will be talking about our pets and discussing what we need to do to look after them. We will also talk about other animals that live in the wild and also those which live on farms. Children will play matching games and guessing games linked to animals and where they live. Children will also learn about plants and we will discuss what they need to grow. Children will learn specific vocabulary linked to this topic through, labelling, sequencing and discussion.</p> <p>(Personal, Social and Emotional Development - They are confident to talk to other children when playing, and will communicate freely about their own home and community.)</p>	<p><u>Literacy</u></p> <p>Children will experience a wide variety of books linked to this topic, including non-fiction, story and poetry books. When reading rhyming books children will finish the rhyme and try to think of other words which rhyme. Children will also be applying their phonics knowledge in games such as "I spy an animal beginning with...." and they will be labelling pictures of animals and plants with letters to represent the sounds they can hear.</p> <p>(Personal, Social and Emotional Development - Children welcome and value praise for what they have done. They show confidence in asking adults for help.)</p>	
<p><u>Mathematics</u></p> <p>Children will have experience of sorting, matching, counting and comparing a variety of different animals and mini-beasts. They will solve number problems involving plants and animals, for example counting the animals in two fields and saying how many altogether and what one more will be. We will sing number rhymes linked to animals (10 Little Monkeys, 5 Little Speckled Frogs, 5 Little Ducks etc.) Children will look at the height of their beanstalks and use mathematical language such as "Tallest, smallest, taller, shorter..."</p> <p>(Personal, Social and Emotional Development - Children select and use resources with help. They accept the needs of others and can take turns and share resources.)</p>	<p>What do plants and animals need to live?</p> 	<p><u>Physical Development</u></p> <p>Children will be practising their skipping for our Maypole dance. Children will also continue to develop their fine motor skills. They will be cutting out pictures of animals, holding their pencils in a good grip and using them with good control to label their pictures. They will also be lacing animal cards.</p> <p>(Personal, Social and Emotional Development - Children adapt their behaviour to different events, social situations and changes in routine.)</p>
<p><u>Expressive Arts and Design</u></p> <p>Children will have the opportunity to paint pictures of plants and animals and create collages and models in our creative area. Small world toys the children can play with include the wild animals, the farm animals, the mini-beasts and the sea creatures. We also have the Noah's Ark and the arctic ship. There is the home corner and a veterinary role-play area for the children to make-believe in. Children will also sing a variety of animal songs.</p> <p>(Personal, Social and Emotional Development - Children play in a group and begin to extend and elaborate on their play ideas. They keep play going by responding to what others are saying or doing.)</p>	<p><u>Understanding the World</u></p> <p>Children are going to learn about a variety of animals; where they live, what they need to live and how they adapt to their environment. They will use non-fiction books and the computer to find out information. Children will also discuss what plants need and how they grow. We will use the Interactive Board to watch and learn about plants and animals and complete some related activities on Espresso.</p> <p>(Personal, Social and Emotional Development - Explains own knowledge and understanding, and asks appropriate questions of others.)</p>	

Things you can do at home

Arrange a selection of your child's toy animals and play "I spy an animal beginning with..." See if they can "Sound Talk" these animals' names. (For example, "I can see a c-a-t/d-o-g/p-i-g/f-o-x/h-e-n.") Can they then attempt to write these words? When out and about ask your child to count the sheep in the field or the trees in the park. Use lots of mathematical language such as "How many....? If there was one more, how many would there be? Two more? One less? Etc. Ask question such as "Which is the tallest flower? The biggest bird?"