

EYFS
Term 5 Topic: Animal Boogie

Care

Fear

Responsibility

Kindness

Reception intended learning:

- To recognise and name animals and their young
- To know where animals live and begin to make comparisons between these locations
- To understand how we can look after animals
- To understand the lifecycles of animals

Key Vocabulary

- Vocabulary around Animals and locations – names, young, where they live, hibernation, home, farm, zoo etc.
- Names for different types of the same animals i.e. bears
- Features of animals – tail, beak, paw etc.
- Camouflage
- Patterns
- Extinction
- Emotions / Feelings

Key questions:

- What are these animals called?
- What is the young of this animal called?
- What are features of this animal? Do all animals have the same features?
- Where does this animal live? What is their home called?
- Would these animals all live in this country / hot country / cold country?
- How can we care and look after these animals?
- How does this animal change over time?

Core texts

- The great pet sale
- Dear zoo
- Meerkat mail
- Lost and found

Other Texts (recapping from previously taught themes)

- Non-fiction books linked to animals, life on a farm etc.
- Brown bear, brown bear what do you see?
- The pig in a pond
- Farmer duck
- A squash and a squeeze
- Rosie's walk
- There's a snake in our school

Literacy / CL

- Writing instructions about how we look after our pets
- Talking about trip to the farm – oral recount and then writing recount
- Explaining own thoughts and views clearly
- Sharing own thoughts and feelings within class
- Write own versions of stories – Dear Zoo

Cultural Capital and Enrichment activities

- Visit to a farm / have a farm visit us
- Children to bring pets into school to share in class

Key people of focus

- Vet
- Farmers
- Zoo keepers

PSED

- Sharing experiences of own pets – what do we do to look after our pets? What makes a good pet? What animal would not make a good pet and why?
- Emotions linked to animals – exploring how some animals make us feel
- Anticipation about farm trip – what may we see? What do you think will happen? Etc.
- Exploring where our food comes from linked to the farm and link to healthy lifestyles (milk is good for our teeth etc.)

PD

- May Day dancing (linked to whole school celebrations)
- Using tools for clay farm animals

Please see 'PE planning' for further details

Maths

- Money linked to the great pet sale story
- Sorting animals according to their strips/spots etc.

Maths will be taught discreetly. Please see separate planning and the progression of skills document for further details.

UW

- Pets – explore the animals we keep as pets and possibly invite some into class for us to meet.
- Talk about how we look after our pets and what we need to do to care for them
- Explore where animals live (farm, zoo, jungle etc.), why they live in these locations and compare those that live in hot and cold countries
- What is life like on a farm? Who works on a farm? What animals are on a farm?
- Exploring animals and their young
- Explore where our food comes from including milk, cheese etc.

EAD

- Textured art linked to animal fur/skin
 - Exploring animal print/pattern
 - Artwork following trip to the farm
 - Observational drawings during trip to farm
 - Small world play based on the farm following trip to recall what we learnt
 - Use clay to make farm animals and use different tools to add detail
 - Animal footprints
- Role-Play:***
- Vets
 - Pet shop

Key events / Celebrations:

- St George's Day / Living in England day
- Ramadan
- Eid
- May Dancing celebrations

Some dates/events may change