

EYFS
Term 5 Topic: Animal Boogie

Nursery intended learning:

Recapping the learning from Term 1 for new starters

- To recognise and name animals
- To understand where animals live

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

Nursery:

- My friend bear
- Where's my teddy?
- Monkey Puzzle

Reception:

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

Other Texts (recapping from previously taught themes)

- Non-fiction books linked to life cycle of chicks, 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

Nursery:

- Exploring non-fiction books related to animals
- Fact finding using books etc.
- Positional language

Reception:

- 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

RWI is taught discreetly

Please see the progression of skills document for further details

Cultural Capital and Enrichment activities

- Living eggs
- 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

Nursery:

- Transition into Nursery for the new children (similar to the first few weeks of the Autumn Term) – learning routines, rules etc
- Emotions linked to animals and how we feel when we cannot be with our Mummy/family and looking after our new children

Reception:

- Sharing experiences of own pets – what do we do

PD

Nursery:

- Animal movements – animal boogie, walking through the jungle
- Ring games and dancing

Reception:

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

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.)

Please see 'PE planning' for further details

Maths
Nursery:

- Size related to animals
- Positional language
- Fitting shapes together to make crowns, bunting
- Building homes for animals in small world

Reception:

- 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
Nursery:

- Life cycle of chicks – living eggs
- Spending time focusing on different animals – bears, monkey, elephants – depending on children's interests
- Exploring the different types of the same animal i.e. bears
- Animals and their young (familiar animals/young)
- Animal homes
- Exploring what animals we see in this country and making comparisons between those that live in hot/cold countries
- How do we care/look after these animals?
- Hide and seek with teddy (linked to positional language/sense of place) Where is teddy hiding today? Give clues either with photos or verbally.
- Begin to understand similarities and differences with links to Eid and other celebrations.

Reception:

- 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.

- St George's Day – Exploring story, what it is like living in England, making dragon

EAD
Nursery:

- Animal movements – animal boogie, walking through the jungle
- Making animal homes (3D)
- Making animal prints in dough, paint etc.
- Animal songs
- Chick pictures and paintings
- Eid pictures, gold paint
- Make flags (St George's Day)

Reception:

- 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

- **Please see 'Charanga Music' planning for further details.**

Key events / Celebrations:

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

Some dates/events may change