

Nursery

Animals - Spring 1

Core Books

Week 1 - I love animals

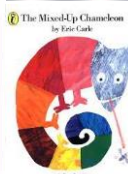
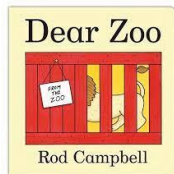
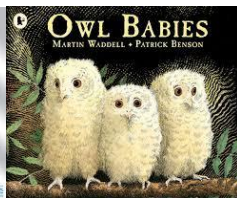
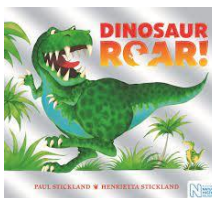
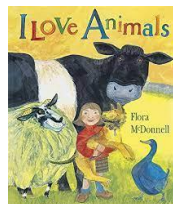
Week 2 - Dinosaur Roar

Week 3 - Owl Babies

Week 4 - Dear Zoo

Week 5 - The Mixed Up Chameleon

Week 6 - This is the Bear



Rhymes and songs

Animals went in 2 by 2

3 blind mice

12345 once I caught fish alive

5 little monkeys

5 Speckled frogs

Baa Baa black sheep

Cultural Capital

Reptiles/Animals - Visit into school



Artist

Van Gogh - Starry Night



Knowledge

I can name some animals.

I know that dinosaurs are extinct and what this means.

I can name some Nocturnal animals.

I can use describing words.

I know if I add two colours together, they create a new colour.

I know what a rhyming word is.

PSED	CLL	PD	Literacy	MD	UW	EAD
<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>- Remember rules without needing an adult to remind them.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" I can sing a large repertoire of songs. I know many rhymes.</p> <p>Understand a question or instruction that has two parts such as get your coat and wait at the door.</p> <p>Be able to express a point of view and to debate when</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. I can use large-muscle movements to wave flags and streamers, paint and make marks. I can develop movement in balancing, riding and ball skills. I can skip, hop, stand on one leg and hold a pose for games like musical statues. Be increasingly independent as they get</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing. <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound. <p>Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Say 1 number for each item</p> <p>Develop fast recognition of up to three objects</p> <p>Say 1 number for each item</p> <p>Talk about and explore 2d/3d shapes.</p> <p>Use a range of locks I play</p> <p>Compare amounts saying lots more or same</p> <p>Build with a range of resources</p> <p>Begin to name simple shapes</p> <p>Talk about shapes</p> <p>To join in with number songs and rhymes</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties. I can explore natural materials indoors and outdoors.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>I can continue to develop a positive attitude towards the differences between people.</p> <p>What places are special and why?</p> <p>- RE</p>	<p>I can explore different materials using all my senses to investigate them. I can make simple models which express my ideas .Join different materials and explore different textures. I can explore colour and colour mixing. I can listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.</p>

rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	they disagree with an adult or a friend, using words aswell as actions.	dressed and undressed, for example, putting coats on and doing up zips.				
Key Vocabulary Describe Extinct Nocturnal Chameleon Share Take turns Feelings/emotion Sad Happy Cross Angry Excited Rules Safe	Colour Shape Size Strong fierce roar	Hop Skip Balance Kick Throw catch Statue	Fiction Non fiction Information Print Text Letter Word Picture Rhythm rhyme Describing words (adjective) Question	Numeral Count Match Recognise Size – big small More Less Morning Afternoon Evening Day Night Days of the week	Animals Nocturnal Dinosaur Extinct Alive Past Map	Paint Draw Collage Glue Instruments Joining Rhyme Beat Loud Quiet Soft Colour Mix
Overview week by week						
Week 1 Play giant game of Jenga - relate to feelings	Using words to describe the animals - colour - shape - size	Handwriting scheme	Reading and sharing story encouraging children to join in.	Intro 0 and 1 and matching amounts to numerals saying 1 number for each	Animals - what are animals? What do they have - legs, horns, wings etc	Drawing and painting animals - large group work

Introduce new feelings vocab	Feelings vocab Sing a range of rhymes	Skipping and hopping and jumping	Looking at front cover and title - how do we read from left to right. Creating own class book - I love animals Children paint/draw a picture of animal	item - teaching 1-1 correspondence Use positional language during provision	Looking at real pictures of the animals	Group singing using instruments
Week 2 Model faces of emotions with facial features on stones. Looking at photos of different emotions	Answering lots of why questions related to the story? Listen to a variety of dinosaur stories. Understanding of words in book e.g. strong, fierce Discussion would it be a good thing or a bad thing if dinosaurs were around today? Sing a range of rhymes	Handwriting scheme Use of scissors to cut snip dinosaurs Musical statues - stop and listen	Read story Non-fiction about dinosaurs - simple facts to read Describing words Looking at front/back cover and title Phonics - Phase 1: Listening and Remembering Sounds Aspects4 Rhythm and rhyme	Intro 2 and 3 Counting owls and trees - how many owls in the tree - 1-1 correspondence Develop fast recognition of 123 Use positional language during provision	Animals - where did dinosaurs live. Know that they were alive in the past, what did they eat and look like.	Painting and decorating dinosaurs Colour mixing Zig zag shapes Use of instruments -Playing instruments

<p>Week 3</p> <p>Discussion of rules we have - why do we have rules to keep everyone safe</p> <p>Feelings - How would you feel if your mummy didn't come back? Like Bill in the story</p>	<p>Simple instructions in simple games - two parts to instruction - Parachute</p> <p>Sing a range of rhymes</p>	<p>Handwriting scheme</p> <p>Moving with large streamers and ribbons to music</p>	<p>Listening to story joining in with phrases</p> <p>Sequencing story</p> <p>Story map and retelling using actions</p> <p>Phonics - Phase 1 Listening and remembering sounds</p> <p>Aspect 6 voice sounds</p>	<p>Looking at circles and triangles 1 side/ 3 sides</p> <p>Explore the shape of the boxes the animals are in - solid shape / name the shape - discuss properties - big small, colour text on side etc etc</p> <p>Use positional language during provision</p>	<p>Night and day</p> <p>Nocturnal animals - what is a nocturnal animal?</p> <p>Exploring natural materials - Feathers.</p>	<p>Collage owls - using range of materials with different textures</p> <p>Create emotion stones</p> <p>Singing familiar rhymes and songs - different voices and volume of voices.</p>
<p>Week 4</p> <p>Games that involve rules and waiting their turn</p>	<p>Simple instructions in simple games - two parts to instruction Parachute</p> <p>Describing words of the animals - tall</p> <p>Sing a range of rhymes</p>	<p>Handwriting scheme</p> <p>Musical statues - stop and listen</p>	<p>Read story</p> <p>What's in the box? Use the clues and the describing words</p> <p>Own labels for animals - mark making picture and name</p> <p>Describing animals he's too tall, too short too long too noisy too heavy</p> <p>Have a box delivered to school wrapped up and ask children what animal inside -</p> <p>Day 3 box opened children</p>	<p>Difference between more and less - distinguishing between the two which set has more/ less. Who has more cars etc</p> <p>Is there more boys or girls today</p> <p>Time to be covered everyday - Days of the week</p> <p>Morning/afternoon vocab</p>	<p>Zoo animals - Describing animals</p> <p>Looking at animal skins and patterns.</p> <p>Looking at a zoo map - create own map of animals in imaginary Zoo.</p>	<p>Decorating box to put animal in.</p> <p>Painting animal from story using vocab I sent a ... but he was too</p>

	Should animals go to a zoo - can children debate decide if they should/ shouldn't.		write posters and pictures as an animal has gone missing. Phonics- Phase 1: Listening and Remembering Sounds Aspects 4: Rhythm and rhyme			
Week 5 Turn taking and being sensible with rules	Discussion what is a chameleon? Where does it live ? Sing a range of rhymes	Handwriting scheme Moving with large streamers and ribbons to music Using pegs to peg chameleons on washing line	Read and enjoy story - answering why questions. Looking at parts of the book - word, picture, front cover back cover title Phonics - Phase 1 Listening and remembering sounds Aspect 6 voice sounds	Counting and sorting chameleons Sorting to shape and shape. Building with a range of resources - construction kits and junk modelling	Colour mixing with different materials - water, playdough/ paint/ rice	Colour mixing Painting chameleons Moving to music to express themselves.
Week 6 Turn taking and being sensible with rules Feeling of others - why are other	Listening to a range of fiction bear stories. Stories that rhyme	Handwriting scheme Teaching children how to put coat on without support - give range of strategies	Rhyming words Why questions Looking at different print on front cover, inside the book. Using props to retell main events of the story Phonics Phase 1: Listening and Remembering Sounds	Looking at squares and rectangles - sorting drawing finding, painting creating them with straws or lollipop sticks	Exploring fur materials Exploring colour - bottles of water - potion station Looking at Different bears - teddy bears,	Exploring joining different materials together - paper fabric, cardboard, wool - Xmas decoration Moving to a rhyme - beat of the music



<p>people feeling this way</p> <p>How would you feel if you were the Bear in the story.</p>	<p>Sing a range of rhymes</p>		<p>Aspects 4: Rhythm and rhyme</p>	<p>Time to be covered everyday - Days of the week Morning/afternoon vocab</p>	<p>polar bears, brown bears - Similarities and differences.</p>	
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