



Communication and Language

- Listening to my teachers and friends when they are speaking.
- Listening carefully to our class stories and talking about them
- Describing pictures- what can they see? How are they the same/ different?
- Communicating what they can see and using descriptive language to add more detail.
- Following instructions when playing games, doing directional drawing and completing tasks.
- Role Play opportunities – The Zoo and a safari bus. Acting out stories.
- P4C – using language ‘I agree, I disagree ...because...’ and be able to question their peers respectfully in order to gain a better understanding of their opinions e.g. Should all animals be set free? Is it right to keep animals in zoos?
- Introducing and exploring new vocabulary daily and using conjunctions.



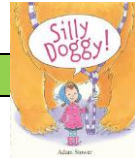
Personal, Social, Emotional Development

- **Dreams and goals:** how to face challenges, build resilience and overcome obstacles to achieving our goals.
- Whole class, small group and partner work discussions to encourage children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
- Focus on **turn taking** when playing games.
- Enjoy a developing role play area and a variety new games and activities linked to topics. Practise skills in ‘turn-taking’ and ‘sharing’ with others.
- **Personal hygiene** – oral care / brushing teeth.
- **Internet Safety** –How to keep ourselves safe when researching online.
- Continuing to explore **people who keep us and animals safe** – Zoo Keepers, Safari Rangers



Literacy

- **Non-Fiction Book** – Hello Penguin by National Geographics.
 - **Fiction Book focus** – Silly Doggy by Adam Stower
- Become familiar with the model text, learn the story and be able to retell it independently.
- Explore illustrations from the text, engaging in ‘book talk’ and making predictions using the front cover and activities like ‘I see, I think, I wonder’
 - Learn new vocabulary and use it throughout the unit as well as looking out for previously learnt vocabulary.
 - Rewrite the story and learn some features needed to make a poster. We will continue to check our work makes sense by reading it aloud.
 - **Non-fiction** - Animal fact files. We will explore the key features and write our own animal fact file to make a class non-fiction book.
 - **Reading:** Please continue to read with your child at home and we would encourage you to read books for pleasure. Please add these to your home reading log and let us know what you and your child have enjoyed reading together at home.
 - **Phonics** – Phase 3 sounds - **oo (u), ow, ee, ur, ai**
 - To identify initial, middle and final sounds in words
 - To segment the sounds and blend them together in three, four and five letter words.



Physical Development

- In PE, we are working on how to move and balance safely, move in different ways/ directions and speeds, move into space, avoid obstacles and how to move over, under, through and around equipment/ apparatus
- We will continue to utilise our outdoor space to support gross motor development. We will write using chunky chalk, water paint on the walls and the ground and use climbing equipment like the bear in our story.



Understanding of the World (UtW)

- Explore different celebrations – Newy Year, Chinese New Year and Mental Health Week.
 - Explore what is special about our world: favourite things in nature and the story of creation.
 - We will study and discuss a variety of images / videos of hot countries from around the world and compare them to our country. We will locate these countries on a map and us Google Earth.
 - Explore 7 continents of the world. Focus on the UK and it's 4 countries.
 - Discuss the changing seasons and describe what we and see, hear and feel whilst outside.
 - **ICT** – using Ipad to research wild animals. Use of National Geographic Kids and QR codes.
- Big School BirdWatch - spotting similarities and differences, caring for living things, recording what we see.**

Maths

- This half term we will be focusing on:
- Continuing to develop their subitising and counting skills and explore the composition of numbers within and beyond 5.
 - Beginning to identify when two sets are equal or unequal and connect two equal groups to doubles.
 - Begin to connect quantities to numerals.
 - Identify odd and even numbers.

Expressive Art and Design

- **Art:** We will be looking at an artist called **Leroy Neiman** and exploring his style of painting wild animals.
- Painting by responding to music. Exploring colour mixing; warm and cold colours.
- **Kapow Music – Transport** - Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.
- Singing different songs about transport / journeys: The Wheels on the Bus, Row, Row, Row your boat, 5 little men in a flying saucer.

