

| | WEEK 1 12/4/21 | WEEK 2 19/4/21 | WEEK 3 26/4/21 | WEEK 4 3/5/21 | WEEK 5 10/5/21 | WEEK 6 17/5/21 | WEEK 7 24/5/21 |
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| FOCUS | Virtual Zoo tour | | | | | | |
| CL | <p>S: Link statements and stick to a main theme or intention (40-60).</p> <p>Knowledge Harvest (KWL grid): What do you know about the zoo?</p> | <p>LA: Maintain attention, concentrate and sit quietly during appropriate activity (40-60).</p> <p>U: Able to follow a story without pictures or props (40-60).</p> <p>Listen to the story – https://www.bbc.co.uk/teach/school-radio/listen-and-play-down-in-the-jungle/zfysxyc. Answer questions about the story.</p> | <p>LA: Listen and respond to ideas expressed by others in conversation or discussion (40-60).</p> <p>Linked to PSED/HSC. Discuss the crocodile's behaviour and how to help him.</p> | <p>S: Link statements and stick to a main theme or intention (40-60).</p> <p>Add to the Knowledge Harvest (KWL grid): What do you know about animals in the jungle/safari?</p> | <p>LA: Maintain attention, concentrate and sit quietly during appropriate activity (40-60).</p> <p>U: Able to follow a story without pictures or props (40-60).</p> <p>Listen to the story – https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-loud-leopards-and-terrific-tortoises/zdnnmfr. Answer questions about the story.</p> | <p>S: Use talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60).</p> <p>Linked to RE. Discuss own experiences of how babies are celebrated when they are born.</p> | <p>LA: Maintain attention, concentrate and sit quietly during appropriate activity (40-60).</p> <p>U: Able to follow a story without pictures or props (40-60).</p> <p>Listen to the story – https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-pretty-parrots-and-mischievous-meerkats/zvxxwty. Answer questions about the story.</p> |
| PSED | <p>MR: Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and ask appropriate questions of others (40-60).</p> <p>Linked to CL – talk about what they know about animals.</p> | <p>MR: Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and ask appropriate questions of others (40-60).</p> <p>Animal rescue scenario – Gone missing. Explain that an animal from the zoo has gone missing. The zoo have asked us to help find it. Linked to L:</p> | <p>SCSA: Confident to speak to others about own needs, wants, interests and opinions (40-60).</p> <p>Read 'The Selfish Crocodile'. Discuss the crocodile's behaviour and how the other animals feel.</p> <p>Linked to CL/HSC. Animal Rescue scenario – Talk about the selfish crocodile having toothache. How can</p> | <p>MR: Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and ask appropriate questions of others (40-60).</p> <p>Link to UW – find out information about the African plain and the jungle.</p> | <p>SCSA: Confident to speak to others about own needs, wants, interests and opinions (40-60).</p> <p>Animal Rescue scenario - River clean up. The jungle river has become very messy with rubbish. How can we clean it up?</p> | <p>MFB: Begin to be able to negotiate and solve problems (40-60).</p> <p>Animal rescue scenario – Help me down. An animal in the safari has become stuck in a tree. How can we help it get down?</p> | <p>SCSA: Confident to speak to others about own needs, wants, interests and opinions (40-60).</p> <p>MFB: Aware of the boundaries set, and of behavioural expectations in the setting (40-60).</p> <p>Linked to HSC: When making fruit skewers, discuss how we can keep healthy and safe. Talk about what fruits we like and which ones we don't like.</p> |

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| | | Create missing posters to find the animal. | we make him better? What can he do to stop him getting more poorly teeth? | | | | |
| PD | <p>Across half-term a range of fine motor skills activities will be available e.g. threading activities, using tweezers, puzzles, small construction, etc.</p> <p>Handwriting sessions will take place twice a week.</p> | | | | | | |
| | <p>MH: Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space (40-60).</p> <p>Outdoor team games with the coach.</p> | | | | | | |
| | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/rocky-the-rabbit-a-cosmic-kids-yoga-adventure/.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/alan-the-camel/.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/colonel-crockles-the-crocodile/.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/lulu-the-baby-lioness/.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/yoga-time-jungle-safari/.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/giraffes-cant-dance/.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Yoga: https://cosmickids.com/video/stezzi-the-parrot/.</p> |
| | | | <p>HSC: Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Linked to PSED - Animal Rescue scenario – Toothache.</p> | <p>MH: Experiment with different ways of moving (40-60).</p> <p>Linked to EAD. Interpretative dance: Moving like an animal – making up a routine.</p> | <p>HSC: Show understanding of the need for safety (40-60).</p> <p>Linked to PSED – Animal rescue scenario - River clean up</p> <p>Talk about how to keep safe around water.</p> | | <p>HSC: Eat a healthy range of foodstuffs and understand need for variety in food (40-60).</p> <p>Talk about fruits and how they are healthy.</p> |
| L | DEAR ZOO | | THE ZOO VET | ANIMAL NON-FICTION BOOKS | RUMBLE IN THE JUNGLE | HANDA'S SURPRISE | |

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| | <p>R: Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books (40-60).</p> <p>W: Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels, captions (40-60).</p> | | | | | |
| | <p>T4W: Imitate</p> <p>Read the story 'Dear Zoo'</p> <p>Create a story map and actions.</p> <p>Draw own story maps and retell the story using these.</p> | <p>T4W: Imitate</p> <p>Using 'stepping stones' strategy, create oral descriptions of the animals within the story.</p> <p>Write initial sounds for the animals from the zoo.</p> <p>Link to PSED – create missing posters for Animal Rescue.</p> | <p>Read 'The Zoo Vet'.</p> <p>Revisit alliteration by looking at the names of the animals in the story. Think of own alliteration names for other zoo animals.</p> | <p>Explore non-fiction books about jungle/safari animals.</p> <p>Look at the pictures of animals and think of adjectives to describe them.</p> | <p>Read 'Rumble in the Jungle'.</p> <p>Explore the different jungle animals.</p> <p>Read what am I clues to guess the animal.</p> <p>Write what am I books</p> | <p>Read 'Handa's Surprise'.</p> <p>Sequence the pictures from the story and match the fruit to the animal that takes it.</p> <p>Read and write simple sentences about the animals and fruit.</p> <p>Explain that Handa has written to us to tell us about Arica. Read the letter and talk about how it is similar or different to where we live. (Link to UW)</p> <p>Write back to Handa to tell her what it is like where we live.</p> |
| M | <p>N: In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain (40-60).</p> <p>Revisit numbers learnt so far. Solve a variety of number problems.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> | <p>N: In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain (40-60).</p> <p>Revisit numbers learnt so far. Solve a variety of number problems.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> | <p>N: Estimate how many objects they can see and check by counting them (40-60).</p> <p>Look at the animals in the different zoo pens and estimate how many there are.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape (40-60). Revisit 2D and 3D shapes.</p> | <p>N: Count an irregular arrangement of up to ten objects (40-60).</p> <p>Show different amounts of animals in different arrangements and count how many there are.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape (40-60).</p> | <p>N: Use the language of 'more' and 'fewer' to compare two sets of objects (40-60).</p> <p>Compare different groups of animals.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape (40-60).</p> <p>Revisit 2D and 3D shapes.</p> <p>SSM: Order two or three items by</p> | <p>N: Find one less from a group of up to five objects, then ten objects (40-60).</p> <p>Using the scenario in Handa's Surprise. Carry out 1 less subtraction number problems.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape (40-60). Revisit 2D and 3D shapes.</p> <p>Revisit numbers learnt so far. Solve a variety of number problems.</p> <p>SSM: Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> |

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| | <p>Select a particular named shape (40-60).</p> <p>Revisit 2D and 3D shapes.</p> <p>SSM: Can describe their relative position such as 'behind' or 'next to' (40-60).</p> <p>Using the - Where is the puppy? (twinkl) ppt, discuss the positional language of the puppy.</p> <p>Working in partners, with one child as the puppy, get the other child to put their puppy somewhere and talk about the position.</p> | <p>Select a particular named shape (40-60).</p> <p>Revisit 2D and 3D shapes.</p> <p>SSM: Begin to use everyday language related to money (40-60).</p> <p>Using 'The Great Pet Sale' book, explore money and solve money addition/subtraction problems.</p> | <p>SSM: Order and sequence familiar events. Use everyday language related to time (40-60).</p> <p>Look at the days of the week within the story and place them in order.</p> | <p>Revisit 2D and 3D shapes.</p> <p>SSM: Use everyday language related to time (40-60).</p> <p>Pretend to be different animals and take part in time races.</p> | <p>length or height (40-60).</p> <p>Look at the different jungle animal and discuss length/height: e.g. length of snakes, height of giraffes, size of elephants.</p> | <p>SS&M: Use familiar objects and common shapes to create and recreate patterns and build models (40-60).</p> <p>Create animal prints/patterns.</p> | <p>Select a particular named shape (40-60).</p> <p>Revisit 2D and 3D shapes.</p> <p>SSM: Order two items by weight or capacity (40-60).</p> <p>Discuss the capacity of Handa's basket at the beginning of the story and before the tangerines fall in. Using own basket of fruit, compare the weight of it each time a piece of fruit is taken out.</p> |
| UW | <p>T: Complete a simple program on a computer (40-60).</p> <p>Use Chatterkids to take pictures of the zoo animals and talk about what they are like e.g. 'I'm a camel and I can be a bit grumpy!'</p> | <p>TW: Look closely at similarities, differences, patterns and change (40-60). Know about similarities and differences in relation to places and living things (ELG).</p> <p>Link to PSED. Explain to the children that some animals have got lost and Animal Rescue need to help them find their way home. Look at pictures of animals and ask the children</p> | <p>TW: Know about similarities and differences in relation to places, material and living things (ELG).</p> <p>Explain how a vet not only makes animals better but can also help animal young be born. Discuss familiar animals and their young.</p> | <p>TW: Look closely at similarities, differences, patterns and change (40-60). Talk about the features of their own immediate environment and how environments might vary from one to another (ELG).</p> <p>T: Select and use technology for particular purposes (ELG).</p> <p>Use maps, globes and/or Google Earth to locate the major areas of</p> | <p>TW: Make observations of animals and plants and explain why somethings occur and talk about changes (ELG).</p> <p>Linked to PSED – River clean up. Talk about the effects of pollution on the rivers and animals that live in them.</p> | <p>PC: Enjoy joining in with family customs and routines (40-60).</p> <p>RE: What happens when a baby is born? Muslim welcoming</p> | <p>TW: Look closely at similarities, differences, patterns and change (40-60). Talk about the features of their own immediate environment and how environments might vary from one to another (ELG).</p> <p>Linked to L. Compare and contrast with features of Dogsthorpe to where Handa lives in Africa.</p> |

