

## Personal, Social and Emotional Development (PSED)

- Express own views, opinions and ideas. E.g. If I could choose any animal I would choose a...; Listen to the views of others.
- Team games and parachute games

PSED continues to be very much at the heart of the activities explored in our continuous provision where children need to share resources, space and ideas.

## Communication and Language (C & L)

- Associated vocabulary, e.g. baby and parent animal names
- Collect words to describe animal patterns, coats, movement and body parts.
- Bring pets (or photos!) into school. Talk about them.
- Safety around animals—hygiene and rules
- Listen to cultural stories about animals; retell with puppets

## Physical Development (PD)

- Use bricks, other construction materials and natural materials to build their own zoo, farm and dens with enclosures and shelters
- Daily handwriting practice -letter formation. Some children will be taking part in 'funky fingers' activities.
- **UK Class — Gymnastics Poland Class —Forest School (every Monday)**

Please make sure children have appropriate PE kits and Forest School clothes.

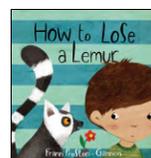
## Understanding the World (UW)

- Classify animals by climate, habitat, wild/pet/farm
- Life cycles, egg to chicken and frog spawn to frog. Living Eggs— incubated eggs in EYU: egg to chick
- Investigating and making habitats—small world play, re-create stories through sand, water and outside play
- Using the internet to research
- Film clips of animals in different countries

## UK and Poland Class Summer 1 2018

### *Animals and habitats*

**'How to Lose a Lemur'** by Frann Pre-  
ston-Gannon and  
**Non-fiction texts**



## Literacy

- Looking at features of non-fiction texts
- Researching—about Lemurs and other animals
- Make up a booklet about their own pet of chosen animal
- Create own fantasy animal—posters and description
- Daily phonics sessions following the 'Letters and Sounds' programme
- Respond to film clips about the ways in which animals adapt to different habitats. E.g. Why does a parrot have coloured feathers?

Weekly adult-led guided reading and writing and 1:1 focused on their stage of development and next steps.

Weekly 1:1 reading, including phonics reading book and shared reading experiences with TA/Teachers

Reading and writing opportunities will continue to be added to all the different areas of our continuous provision to encourage children to read and write!

## Expressive Arts and Design (EAD)

- Explore camouflage patterns using a range of tools and objects
- Listen and respond to the Carnival of the Animals by Camille Saint-Saen
- Model making real/fantasy animals using different media and modelling media (e.g. junk, clay, plasticine, card, paper-mache)
- Learn songs and action rhymes about different animals
- *Role play—ask the children!*

## Mathematics

- Count reliably from 1-20; recognise numerals 1-20;
- Use the language of 'more' and 'fewer'
- Find the total of two groups and begin to use vocabulary involved in adding, subtracting, doubling, halving and sharing
- Find one more or more less than a group of up to 20 objects
- Estimate and check

**Why How to Lose a Lemur?** Animals have been of great interest throughout the year, with children using the small world animals in their play and talking about their own experiences with animals and pets. We feel the children would benefit from learning more about animals that live in different climates and habitats. **As ever, other interests and learning opportunities will also be explored as they arise 'in the moment'!**

### *Dates for Diary and Parent Links:*

- Weds 2nd May - Visit to Sutton Courtney Nature Reserve
- Monday 7th May—.Bank holiday
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (Fun phonics games)
- [www.topmarks.co.uk](http://www.topmarks.co.uk) (Fun maths games)