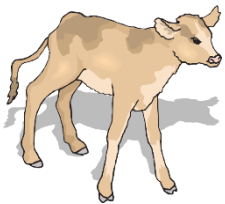


Vocabulary

birth	young
baby	animal
puppy	kitten
lamb	chick
duckling	piglet
foal	calf
cub	hatchling



Aspiration and significant people

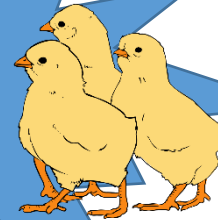
I want to be a **farmer** or **veterinarian**.

Animal experts **Ferne and Rory** help children understand that, just like us, animals can get sick and need help from a **vet**.

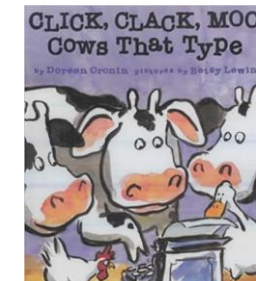
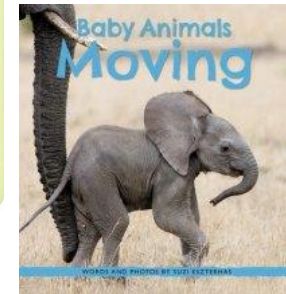
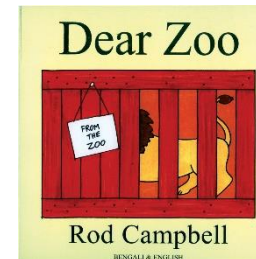
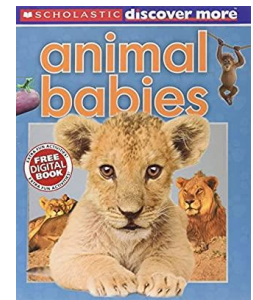
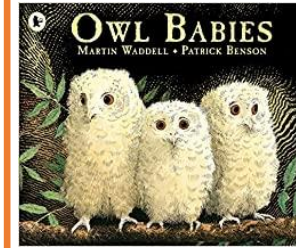
LOVE GOD, LOVE OTHER LET OUR LIGHT SHINE

Famous Quote: baaa from Mother Sheep (Nature Calls)

Animal Babies



Book List



Outdoor learning

Maths: Provide branches of different sizes in the outdoor setting. Encourage the children to compare the sizes of these branches as they use them in their activities. Can they think which baby owl each branch would be suitable for? (Based on the book Owl Babies)

EAD/UW: Create a nest in the forest for baby birds.

Parental Engagement

Design and make a farm scene with a stable and some animals with their babies.

Draw/Paint pictures of animals and their babies.

Make a non-fiction book about baby animals.

Enrichment

Visit a farm or a zoo.

Incubate an egg.....what happens?

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance
- Explain the reasons for rules,
- Manage their own basic hygiene and personal needs
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Cool Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Lovely Literacy

- Demonstrate understanding of what has been read and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others



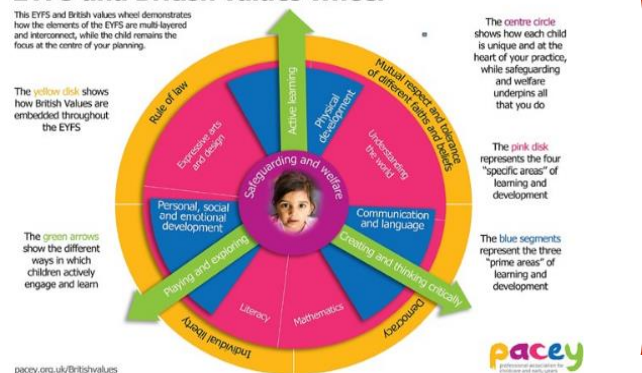
Marvellous Mathematics

- Have a deep understanding of number to 10, including the composition of each number;
 - Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
 - Verbally count beyond 20, recognising the pattern of the counting system;
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Draw on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS and British values wheel



Expressive Arts

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Personal, Social and Emotional Development

What we do at school: Our Value is **TRUST**. We will learn what the word means, and how we can show it. (FE/HR/VD/RR)

How you can help: Talk to your child about their feelings and encourage them to use different words to express themselves. Talk about why they are feeling this way, and how their body is feeling at that moment.

Cool Communication and Language

What we do at school: We will be talking in full sentences to describe animals and their different babies. We will be asking questions using “where” and “why”.

How you can help: Go for a walk through the park and look for animals and their babies to talk about, like Swans and Cygnets in the Arboretum. Model talking in full sentences and encourage them to use describing words.

Physical Development

What we do at school: We will be experimenting with different ways of moving like different animals.

How you can help: Make small and large movements to the Flying Theme by John Williams. Find out what we need to do to keep our bodies healthy to help us grow.

Lovely Literacy

What we do at school: We will continue our daily phonics and handwriting lessons. We will be writing about animals and their babies, trying to write some of their names, spelling them phonetically.

How can you help: Practice handwriting at home, remembering fantastic formation and sitting in your perfect writing position. Make a non-fiction book about animals and their young.



Marvellous Mathematics

What we do at school: we will be adding, subtracting, and finding the totals, using animals and animal babies as pictorial aids. We will be ordering animals and their babies by height and weight.

How can you help: Find the total of two groups, using interesting objects with your child and record the answer, drawing pictures and writing the number sentence.

Understanding the World

What we do at school: We will be exploring the similarities and differences between animals and their babies.

How can you help: Talk to your child about what makes being a parent special. Find out information about other baby animals on the internet or at the library.

Characteristics of effective Learning

Playing and exploring

Active learning

Creating and thinking critically

Expressive Arts

What we do at school: We will be using different materials to make collages of animals, young and habitats.

How can you help: Encourage your child to collect junk modelling equipment to experiment and develop their creativity. Talk about the shapes they see, when making your own farm scene.