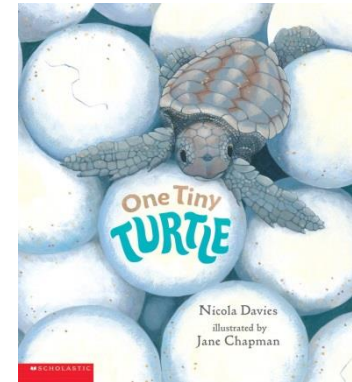
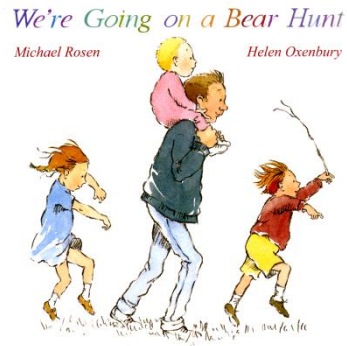


Animal Stories



Hook to our learning- What animals do we have in our environment locally? Are their stories about these animals?
How can we become story writers?

Outcome- Children to know a variety of stories/poems about animals.
Children to write their own versions of animal stories. Children to know about some animals found in different environments.

This half term the children will learn....

Personal, Social and Emotional Development.

- Initiates conversations, attends to and takes account of what others say. **BV**
- To explain own knowledge and understanding, and asks appropriate questions of others. **BV**
- To play co-operatively, taking turns with others. **BV**
- To be confident to try new activities, and say why they like some activities more than others. **SMSC**
- To understand that their own actions affect other people, talk about how they and others show feelings. **BV SMSC**
- To talk about their own and others' behaviour, and its consequences. **BV SMSC**

What will you use to complete that activity? Why? How do you feel when ... happens?
Do we all feel the same? Do we all have the same thoughts an feelings? Is that ok?

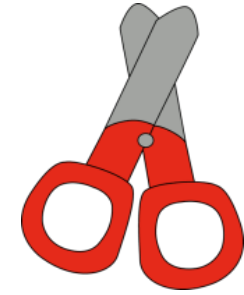
Communication, Language and Literacy

- To listen attentively in a range of situations.
- To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- To give their attention to what others say and respond appropriately, while engaged in another activity. **BV**
- To be able to follow a story without pictures or props.
- To listen and respond to ideas expressed by others in conversation or discussion.
- To use intonation, rhythm and phrasing to make the meaning clear to others.
- To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- To use language to imagine and recreate roles and experiences in play situations.
- To introduce a storyline or narrative into their play.



Physical Development

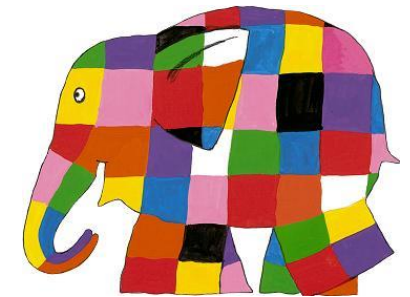
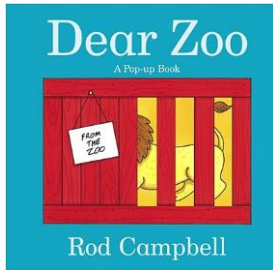
- To show good control and co-ordination in large and small movements.
- To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- To understand that equipment and tools have to be used safely.
- To observe the effects of activity on their bodies.
- To shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.



Literacy

- Beginning to be aware of the way stories are structured.
- To suggest how a story might end.
- To describe main story settings, events and principal characters.
- To begin to read and write words and simple sentences.
- To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- To read some high frequency 'tricky' words.
- To form letters correctly using a cursive script.
- To begin to write their own stories.
- To begin to understand that there can be different ways of spelling the same phonemes.

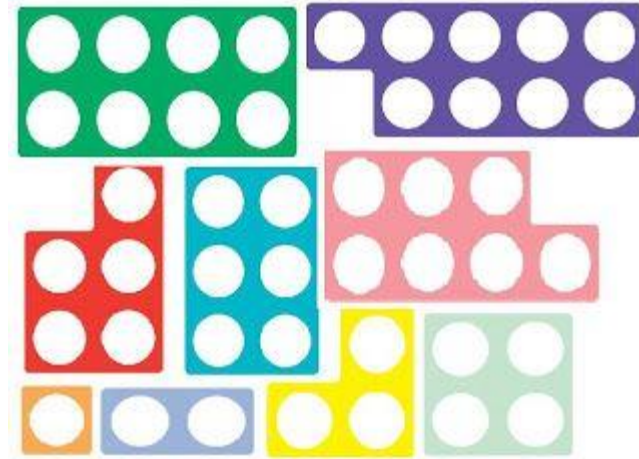
Tell me about what you have written/drawn? Why did you write/draw that? Can you tell me about the story/writing? Do you like it, why? How can you improve you writing? What words can you use to make your writing more interesting? How can you start a story?



Mathematics

- To find one less.
- To know which number follows on from another number.
- To find less.
- To understand and use less than.
- To understand what the - and = signs mean.
- To answer a subtraction number sentence.
- To answer a subtraction number sentence using apparatus.
- To use a numberline to find the answer to a problem.
- To use a numberline to answer a subtraction number sentence.
- To count on and back from a given number.

How do you know you have ...? Tell me about this numicon shape? What patterns can you see?
Describe this shape/rod? How can you make the number...? How many ways can you make ...?
How would you write what you have done? What operation have you used?



Expressive Arts and Design

- To tap out simple repeated rhythms.
- Explores colour and how colours can be changed.
- Explores the different sounds of instruments.
- To construct with a purpose in mind, using a variety of resources.
- To play cooperatively as part of a group to develop and act out a narrative.
- To explore and learn how sounds can be changed.
- Beginning to be interested in and describe the texture of things.
- To understand that different media can be combined to create new effects.
- To select appropriate resources and adapt work where necessary.
- To use available resources to create props for role play.

What are you making/building? What will you use? Why?
Who/what are you pretending to be? Why?

Understanding the World

- To talk about some of the things they have observed such as plants, animals, natural and found objects.

-To know the correct vocabulary for animal babies.

- To show care and concern for living things and the environment.

-To complete a simple program on a computer.

Religious Education

-To understand that stories teach. **SMSC BV**

-To begin to explore people's relationship with God. **SMSC BV**

-To begin to understand the notion of a religious symbol. **SMSC BV**

-To reflect on how they can contribute to the care of the environment. **SMSCB**

-To know the Easter Story and its importance to many people. **SMSC BV**

How can we look after our environment? Should we keep animals in zoos/animal parks? What can we do to save/help the environment so different species do not become extinct?

What have you learnt from this story? Why do Christians put a cross in an Easter garden? What is happening at this time of year? What kind of person do you want to be?

Links to British Values- **BV**

Links to Spiritual, Moral, Social, Cultural Development- **SMSC**

Mastery Questions to develop deeper thinking/Big Questions

