



<p>Literacy- Reading</p> <ul style="list-style-type: none"> Children explore a range of stories linked to safari animals: Cant you sleep little bear? Elmer Dear zoo Monkey puzzle Giraffes Can't Dance The Mixed Up Chameleon. <ul style="list-style-type: none"> RWI reading corresponding letters/sounds. Children will be given opportunities to read a range of familiar and unfamiliar words. <p>Skill - Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Listens to stories and is beginning to anticipate what may happen next. Knowledge - Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Recognising taught HFW in text. Uses learnt words and phrases to discuss familiar stories or during role play.</p>		<p>Literacy- Writing</p> <ul style="list-style-type: none"> Children write and invent their own version of The Very Hungry Caterpillar. Children create a class story, act out the story and retell to a friend. Children write their own story maps and write their own stories. Write a sentence from dictation and from direction of a question e.g. What did you have for tea? What did you do at the weekend/yesterday? Children create leaflets about their favourite food. RWI differentiated groups - writing letters. <p>Skill - To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Checking written work and making any changes where necessary. Listens to stories and is beginning to anticipate what may happen next. Knowledge - Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Knows how to spell some familiar words.</p>		<p>Communication and Language</p> <ul style="list-style-type: none"> Children given opportunities to discuss safari animals and their habitats. Explore and play alongside others in areas. Explore different animal and ask questions with their partners using why, how, when. <p>Skill - To label and sort living things. To begin to research using a search engine. To describe habitats. Knowledge - To name and sort a range of living things. To be able to talk about different habitats. To engage in meaningful conversations with others.</p>	
<p>Maths - Numbers</p>					
<ul style="list-style-type: none"> To 20 and beyond <ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns beyond 10 First, Then, Now <ul style="list-style-type: none"> Adding more Taking away Units of measurement Time 			<p>Skill - To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. To read the time to O'Clock on an analogue clock. To explore number bonds to 5.</p> <p>Knowledge - To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is getting smaller. To be able to count, order and recognise numbers to 20. To count forwards and backwards to 20. To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. To know that sharing equally means everyone has the same amount of an object. To know that the long hand represents the minutes and the short hand represents hours.</p>		
<p>Physical Development - Moving and Handling / Health and Self Care</p> <ul style="list-style-type: none"> SAFC - Ball skills and games Using tools to create safari animals <p>Skill - To throw and catch a ball with increasing control. To handle tools, objects, construction and malleable materials safely and with increasing control. To be able to balance and coordinate safely. To negotiate space effectively. Knowledge - To know why it is important to handle different apparatus safely. To know how to use scissors effectively.</p>			<p>PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours</p> <ul style="list-style-type: none"> Jigsaw programme - relationships - Opportunities for Place2Talk <p>Skill - To understand that people need help. To identify ways of being helpful to others and how this will make them feel. To describe a range of different habitats around the world. Knowledge To talk about the effect my behaviour has on others. To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p>		
<p>Understanding of the World Peoples and Communities</p> <ul style="list-style-type: none"> To talk about people in our communities who help us e.g. vets, veterinary nurse, assistance dogs Visit to farm Safari animals - facts, comparing habitats, maps To talk about religious buildings. <p>Skill - Talking about the life cycle of plants and animals and what they need to survive. Exploring a range of habitats, looking at why the animal lives like that. To recognise some religious buildings. Knowledge - To select appropriate materials according to their properties. To name and identify a range of different materials and to know how they are used in familiar environments. To identify features of religious buildings.</p>			<p>Understanding the World The World</p> <ul style="list-style-type: none"> Sort animals through scales, fur and feathers. Discuss animals and their babies. Describe their food and animal foods. Explore heights of different animals. Animal of the week - facts 		
<p>Expressive Arts and Design Exploring and Using Media and Materials /Being Imaginative</p>					
<ul style="list-style-type: none"> Sing songs - down in the jungle, the bear went over the mountain, the animal fair, five little monkeys jumping on the bed. Children create animal masks. Children create 3d models of safari animals. Children draw animals using a range of materials Colour mixing African sunset <p>Skill - To use what they have learnt about media and materials in an original way and be able to explain their choices. Selects appropriate resources and adapts work where necessary. Perform and sing songs. Knowledge - To know the different uses and purposes of a range of media and materials. For children to be able to safely construct with a purpose and evaluate their designs.</p>					