



## Reception Spring Term 2

**Does an Animal have a home?**



## Books:

Listening to and learning the following stories through Talk for Writing:

- We Are Going on a Bear Hunt
- Handa's Surprise
- Percy the Park Keeper

## Communication and Language:

- \*Describing events in detail using time connectives
- \*Understand how to listen carefully and why listening is important.
- \*Sustain focus when listening to a story.
- \*Listen to and talk about stories to build familiarity and understanding
- \*Learn rhymes, poems and songs.

## Personal, Social and Emotional Development:

- \* Learning about qualities and differences.
- \*Celebrating differences.
- \*Identify and moderate their own feelings socially and emotionally.
- \*Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.

## Physical Development:

- \* Fine Motor Activities: threading, cutting, weaving, playdough. Hold a pencil effectively with comfortable grip. Forms recognisable letters most correctly formed.
- \*Gross Motor Activities: Balance – children moving with confidence. Dance related activities. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books to explain the importance of the different aspects of a healthy lifestyle.

## Literacy:

Phonics will be the focus of the morning Literacy Lessons, developing phonic ability and reading.

- \*Learning Floppy's Phonics routines and Level 2 sounds.
- \*Beginning to form recognisable letters
- \*Segmenting and beginning to write a CVC word using known sounds.
- \*Starting to join words together to read and write a simple phrase.
- \*Learning through stories, the Talk for Writing 'imitation' and 'innovation' phase – through acting it out, drawing the text map and writing it.
- \*Make up stories with themselves as the main character. Encourage children to record stories through picture drawing/ mark making.
- \* Writing a sentence/caption independently using a writing pack.

## Maths:

Learning is split into Number and Numerical Pattern.

- \*Counting concrete apparatus to 10 in and out of ten frames.
- \*Learning the composition of numbers 9 and 10.
- \*Recognising 3D shapes: Cone, Sphere and Cube
- \*Creating AABB patterns.
- \*Recognising the digits 9 and 10

## Understanding the World:

- Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.
- \*Explore the world around us and see how it changes as we enter spring. Provide opportunities for children to note and record the weather.
  - \*Look at the difference between the Desert and Rainforest – use Google Earth.
  - \*Use Handa Surprise to describe the animals living in Kenya– including the heights they live at.
  - \* Exploring different animals and their habitats.

## Expressive Arts and Design:

- Collage farm animals/ making houses. Pastel drawings, printing patterns on Easter Eggs.
- \*Mother's Day crafts
  - \*Easter Crafts
  - \*Provide a wide range of props for play which encourage imagination.
  - \*Listen to the sounds of the rainforest. Encourage the children to create their own music.
  - \* Collage habitat scene.

# Reception

# Spring 2

## Summary

(Why learn about this.....)

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals

## Prior Learning (previous topics)

This topic builds on what children have learnt in Nursery  
And the concepts of

- Nocturnal animals linked to the Autumn 1 project (the changes between day and night)
- Dear Zoo- based on Zoo animals

## Launch Activity

An animal will arrive in school and be found in the Edible Garden of the school.

## Vocabulary

animal	reptiles
mammal	Amphibians
habitat	carnivore
nocturnal	herbivore
birds	pets

Possible activities for home learning	<ul style="list-style-type: none"> <li>Research an animal of choice and create a fact-file</li> <li>Paint a picture of an animal and focus on its pattern and features</li> </ul>	
Assessment	<p><b>Most children will:</b> name and describe an animal</p> <p><b>Some children will not have made so much progress and will:</b> name and describe an animal with support describe it.</p> <p><b>Some children will have progressed further and will also:</b> name, describe and compare animals and their habitats.</p>	

Adult Input	Key Concept / Learning Intention	Activities	Assessment
Input 1	Introduce the topic 'animals' and create a What We Already Know and questions we would like to ask and answer.	<ul style="list-style-type: none"> <li>Whole Class Mindmap</li> </ul>	
Input 2	Exploring the habitat ' <b>forest/woodland</b> ' and animals that live here.	<ul style="list-style-type: none"> <li>Non Fiction Texts and Video on the habitat.</li> </ul>	Describe the habitat using at least two facts.
Input 3	Exploring the habitat ' <b>rainforest</b> ' and animals that live there.	<ul style="list-style-type: none"> <li>Non Fiction Texts and Video on the habitat.</li> </ul>	Describe the habitat using at least two facts.
Input 4	Exploring the habitat ' <b>ocean</b> ' and animals that live there.	<ul style="list-style-type: none"> <li>Non Fiction Texts and Video on the habitat.</li> </ul>	Describe the habitat using at least two facts.
Input 5	Exploring ' <b>reptiles</b> ' and the animals that classify within this group.	<ul style="list-style-type: none"> <li>Non Fiction Texts and Video on Reptiles</li> </ul>	Describe the reptile using at least two facts.