

Animals



How can you help at home?

- Please try to let me dress myself in the morning. It will get much quicker with time!
- Share stories about animals at home. If your child has a favourite animal book they could bring it into school to share.
- Please teach your child how to blow their nose and look after their personal needs in these cold winter months.
- Talk about similarities and differences between wild animals and farm animals.
- Play 'Guess the animal' games where you give clues about an animal and your child has to try to work out what it is

This term we are learning about:-



Some of our Topic books

Personal, Social and Emotional Development

- To show friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- To begin to accept the needs of others and can take turns
- To select and use activities with support
- To be confident to talk to other children when playing and communicate freely about home and community
- To be aware that some actions can hurt or harm others
- To be able to ask an adult for help
- To welcome and value praise for what they have done

Communication and Language

- To listen to others one to one, or in small groups
- To listen to stories with increasing attention and recall
- To begin to ask why things happen
- To retell an event in the correct order
- To respond to simple instructions, eg. to get or put away an object
- To listen and respond to ideas expressed by others in conversation or discussion
- To use vocabulary focussed on objects
- To use appropriate vocabulary to talk about my experiences

Physical Development

- To kick and catch a large ball
- To turn pages in a book
- To use one-handed tools and equipment
- To copy some letters, eg letters from my name
- To begin to use three fingers (tripod) grip to hold writing tools
- To go to the toilet independently
- To begin to manage washing and drying hands
- To dress with help. To put on my coat by myself and try to fasten it up independently

Some planned activities to support areas of development

Carpet Time rules - modelling with visual cues and photographs
 Name games, taking turns to speak. Getting to know each other
 Circle Time - listening and responding to our friends and finding out how we can help each other.

Learning new songs and moving to a range of music
 Extending vocabulary by learning about animals and their young
 Recounting familiar stories using puppets to support the events

Games using balls
 Woodland apparatus time
 Developing sewing, cutting and drawing skills

Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> To have some favourite stories, rhymes, songs, poems or jingles. To repeat words or phrases from familiar stories. To fill in the missing word or phrase in a known rhyme or story To sometimes gives meaning to marks I draw and paint. To begin to recognise my name and sounds in my name. To show an awareness of rhyme and alliteration. To enjoy rhyming and rhythmic activities To give meanings to marks they see in different places 	<ul style="list-style-type: none"> To select a small number of objects from a group when asked To begin to make comparisons between quantities using language such as more, a lot or less. To begin to match numeral and quantity correctly. To show an interest in shapes in the environment. To begin talking about the shapes of everyday objects, e.g. 'round' and 'tall'. To show an interest in representing numbers To use positional language, such as 'next to', 'behind', 'in front of' and 'under' 	<ul style="list-style-type: none"> To show an interest in different occupations and ways of life. To show care and concern for living things and the environment To develop an understanding of growth, decay and changes over time To talk about some of the things they have observed such as plants, animals, natural and found objects To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world To know that information can be retrieved from a computer To know how to operate simple equipment 	<ul style="list-style-type: none"> To recreate sounds by banging, shaking, tapping or blowing. To experiment with blocks, colours and marks. To make-believe by pretending. To sing a few familiar songs. To imitate movement in response to music. To tap out simple repeated rhythms. To explore and learn how sounds can be changed. To understand that lines can be used to enclose a space, and then begin to use these shapes to represent objects. To join construction pieces together to build and balance, realising tools can be used for a purpose.
Some planned activities to support areas of development			
<p>Retell familiar stories such as 'The Three Little Pigs' using repeated refrains and using puppets to help tell the story.</p> <p>To become more aware of signs and labels in the local environment and recognise letters from own name.</p> <p>Join in with rhymes associated with our topic.</p>	<p>Counting sets of animals - how many babies have the mother animals got.</p> <p>To talk about where the animals are in the farm/ zoo using appropriate language.</p> <p>Recognising numbers that they see in the environment and associating objects that go with that numeral.</p>	<p>Observing the process of hatching eggs to chicks and taking care of them.</p> <p>Using a camera to take pictures of animals.</p> <p>Using a programmable toy to go on a journey around a farmyard.</p> <p>Looking at different ways of life - living on a farm, living in the city and talking about the differences.</p>	<p>Using paint to represent animals.</p> <p>Experimenting with printing, sewing and mark making.</p> <p>Joining in with songs and dances related to our topic.</p>

Don't forget to share any 'Wow' moments with the staff so that they can be included in your child's Learning Journey book.