



**Foundation Topic: Animal Antics**

**Term: Summer 2**

**Topic Length: 7 weeks**

<b>INTENT</b>	Vision	Together we all discover, learn, grow and succeed					
	Values	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>					
<b>Learning Behaviours</b>		<b>Disciplinary Knowledge</b>		<b>Substantive Knowledge</b>			
Attitudes and attributes for learning and life		<b>Know how</b> – Subject specific thinking and problem solving		<b>Know what</b> – Deep learning of the key knowledge.			

<b>IMPLEMENTATION</b>	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To understand how environments can differ and know how animals are adapted to live in different environments.										
		Hook: Read the story 'There's a rumble in the jungle'					Outcome: To create a 'That's not my...book ' for a jungle or sea animal.					
	Main Subjects	Physical Development: Gross motor skills				Understanding the World: The Natural World			Literacy: Writing			
	Key Performance Indicators	<ul style="list-style-type: none"> <li>Take part in an animal group dance.</li> <li>Understand how to travel safely in different ways.</li> <li>Use their bodies to create different animal poses demonstrating strength, balance and co-ordination.</li> </ul> <p><b>Early Learning Goal (ELG)</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>				<ul style="list-style-type: none"> <li>Know what animals live in the rainforest.</li> <li>Know what animals live in the ocean.</li> <li>Be able to discuss similarities and differences between the rainforest and the ocean.</li> <li>Understand the key characteristics of an animal that helps them to survive in their environment.</li> </ul> <p><b>Early Learning Goal (ELG)</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals.</li> <li>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.</li> </ul>			<ul style="list-style-type: none"> <li>Understand and continue the repetitive structure of the 'That's not my' books.</li> <li>Compose own sentences for a 'That's not my book'</li> <li>Independently apply their phonics knowledge representing known sounds.</li> <li>Write sentences using a recognisable letters, capital letters, full stops and finger spaces.</li> </ul> <p><b>Early Learning Goal (ELG)</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/ Oracy	Being Healthy/ Active	Equity of Education	Developing Learning Behaviours	Fluency				



**Discrete Learning Opportunities**

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

Areas of learning	Key Performance Indicators – achieved through whole class teaching, continuous provision and targeted intervention.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Jigsaw – changing me – Transition into year 1</li> <li>• Share and take turn in our continuous provision.</li> <li>• Listen and respond to each other and develop our talk partner skills.</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Retell stories</li> <li>• Learn and perform a poem.</li> <li>• Listen and respond to each other and develop our talk partner skills.</li> </ul>
Expressive art and design	<ul style="list-style-type: none"> <li>• Explore different textures to add to their animal in their book.</li> <li>• Create a clay sea creature.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Read Write Inc - Read set 1 letters and set 2 special friends, Fred talk and blend the sounds in CVC and CCVC words in ditties/sentences.</li> <li>• Weekend write – children to apply their phonic knowledge to write a sentence.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Maths Fluency – greater 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 doubles facts) than, less than, count beyond 20. Explore and represent patterns within numbers up to 10.</li> <li>• Maths No Problem – Counting to 20, doubling, halving, sharing, odd and evens, money, word problems.</li> </ul>



**Key Objective Progression**

Prior Knowledge	Foundation Stage – Woodland Explorers’ - Key Objective (ELG)	Future Learning
<p><b>Development Matters – Physical Development – 3-4 years</b></p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p><b>Physical Development – Gross motor skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Year 1 – Physical Education</b></p> <p>Perform dances using simple movement patterns.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>
<p><b>Development Matters – Understanding the World – 3-4 years</b></p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p><b>Understanding the World – The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>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.</p>	<p><b>Year 1 – Science</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p><b>Year 1 – Geography</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>
<p><b>Development Matters – Literacy Writing – 3-4 years</b></p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some letters accurately.</p>	<p><b>Literacy –Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>Year 1 – English – Composition</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>