

# FS1 Summer 2 Curriculum

## Amazing Animals



### Commitment

We are brave,  
enthusiastic  
and  
motivated.



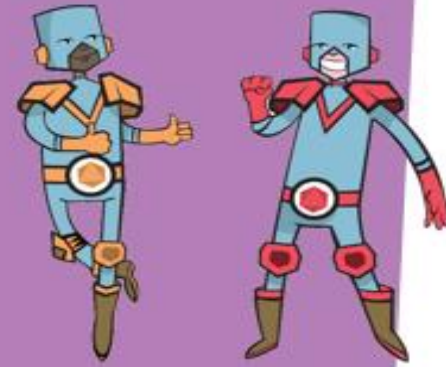
### Aspiration

We are  
encouraging,  
ambitious and  
proud.



### Nurture

We feel happy,  
safe and  
welcome.



# Topic Overview

In this topic, children will look at a wider range of animals and will explore where these animals live. They will **know that there are different countries in the world and talk about the differences they have seen in photos.** They will use their developing vocabulary to **talk about what they see using longer sentences.**



## Possible Enhancements and Activities

Explore with the children where tigers live whilst reading the book 'The Tiger who came to Tea'. Discuss with the children how India is different to England (animals, weather, houses). Support the children in creating their own pictures of India.

Explore with the children where giraffes live whilst reading the book 'Giraffes can't Dance'. Discuss with the children how the Savannah is different to England (animals, weather, houses). Support the children in creating their own pictures of the Savannah.

Provide resources for the children to make their own small world zoos. Support them in working with their friends to exchange in back and forth conversations, extending their sentences.

Sort animals in different ways e.g. animals with 2 and 4 legs. Use this to support their developing number knowledge e.g. are there more or less? How many feet altogether?

Provide opportunities for children to talk about and discuss places that are special to them and places they have been. Discuss with the children what it was like there, where it was and when it was they went? Support children to understand that everyone has a place that is special and different to them.

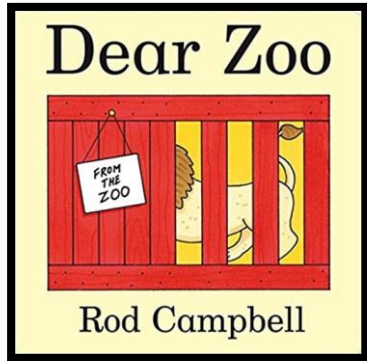
Using 'The Tiger who came to Tea' as a stimulus, support children in creating their own tea party. Use this as an opportunity to bake and create invitations, drawing on and developing the children's Literacy and Maths skills.

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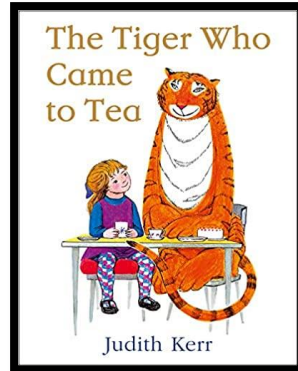
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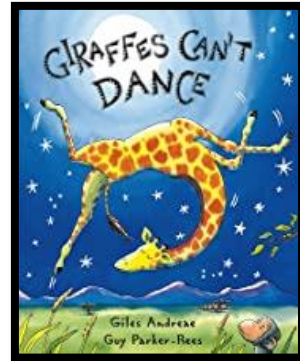
# Book Hooks



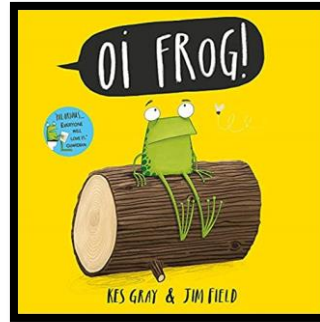
To support the children in naming different animals.



To support the children in understanding friendship through the context of a story.



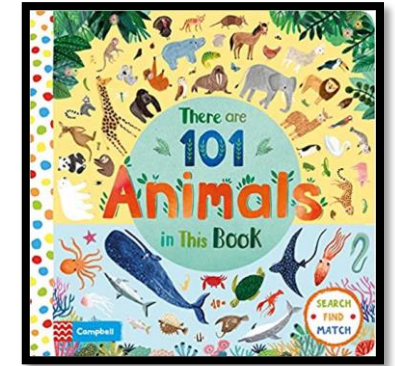
To support the children in understanding that everybody is different and unique.



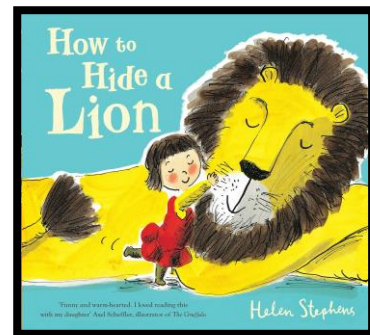
To support the children in naming different animals and words that rhyme.



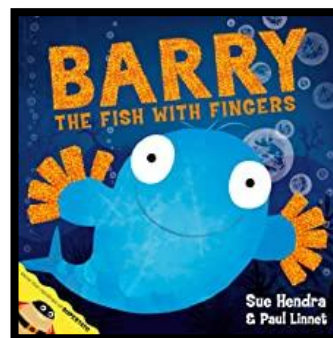
To support the children in understanding life in the Savannah.



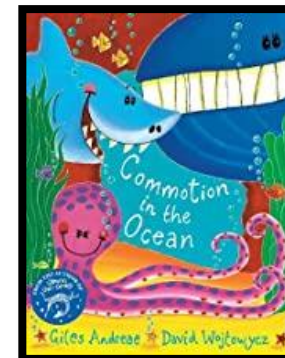
To support the children in learning facts about different animals.



To support the children in understanding friendship through the context of a story.



To support the children in understanding and learning about animals that live under the water.





# Curriculum Links – Prime Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> <li>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use longer sentences of four to six words.</li> <li>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li> </ul>	<ul style="list-style-type: none"> <li>Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use specific vocabulary when talking about animals e.g: mane, neck, claws and the climate of countries: warm, dry</li> <li>Model using talk in the environment particularly through the use of roleplay. Encourage them to lead the play and take on different roles.</li> <li>Ask a range of why questions during the children’s play linked to the topic. Encourage them to apply their knowledge from C&amp;L sessions to explain why things happen.</li> <li>Correct children’s mistakes in communication by repeating back their sentence grammatically correct e.g. ‘I goed shop’ ‘That’s lovely. You went to the shop’.</li> </ul>
PSED	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</li> </ul>	<ul style="list-style-type: none"> <li>Give children appropriate tasks to carry out. Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack</li> <li>Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.</li> <li>Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.</li> <li>Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learning ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly ‘act out’ their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.</li> </ul>
PD	<ul style="list-style-type: none"> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Start to eat independently and learning how to use a knife and fork.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they don’t need to pass the paintbrush from one hand to another or have to move their whole body along.</li> <li>Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Gradually reduce your help until the child can do each step on their own.</li> <li>Provide a range of fine motor opportunities. Have an understanding of children who need additional support to develop their core strength and priorities these in the outdoor environment,</li> <li>Find the opportunity to assess each child’s pencil grip so that targeted support can be put in place to encourage children to use a comfortable grip.</li> </ul>

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# Curriculum Links – Specific Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> <li>Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Help children tune into the different sounds in English by making changes to rhymes and songs, like: changing a word so that there is still a rhyme. Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." Ensure the words omitted have a rhyming link so that the children can use the rhyme to find the missing word.</li> <li>Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat'</li> <li>Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</li> <li>Ensure you model and correct letter formation so that children do not form incorrect habits of letter formation.</li> <li>Motivate children to write by providing opportunities in a wide range of ways.</li> <li>Provide the time to explicitly teach children how to write their name. Target children who are unable to write their name and find opportunities to provide additional support to these children.</li> </ul>
M	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<ul style="list-style-type: none"> <li>Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</li> <li>Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.</li> <li>Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.</li> </ul>
UTW	<ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life-story and family.</li> <li>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</li> <li>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</li> <li>Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.</li> </ul>
EAAD	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul>	<ul style="list-style-type: none"> <li>Help children to develop their drawing and model-making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings.</li> <li>Encourage children to draw from their imagination and observation.</li> <li>Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them.</li> <li>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line. <b>Olga Shvartsur</b> is an artist who creates colourful rainbow paintings of different wild animals.</li> </ul>

# Knowledge Organiser

\*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> <li>Recognise and talk about places they have been that are <b>special</b> to them. Use the words <b>before, younger, last (year, week) a long time ago.</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise and talk about places they have been that are <b>special</b> to them and describe the <b>location</b> of these using words such as <b>near, next to, far away.</b></li> <li>Name the countries <b>England</b> and <b>India.</b></li> <li>Know that the school is in <b>Sinfin.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use <b>colours</b> appropriate to the picture and <b>mix</b> colours to make the colour that they need.</li> </ul>	<ul style="list-style-type: none"> <li>Join <b>materials</b> to make <b>models</b> that have identifiable <b>features.</b></li> <li>Use <b>scissors</b> with greater control.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>instruments</b> to make <b>noises</b> that sound like different animals.</li> <li>Show a <b>preference</b> for a <b>style of music</b> that they can dance to.</li> <li>Move in time to the music to show an understanding for the <b>rhythm</b> and <b>beat.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know that animals look different.</li> <li>Name animals that have <b>4 legs</b> and <b>2 legs</b> and animals that can <b>fly.</b></li> <li>Know the distinguishing features of a:               <ul style="list-style-type: none"> <li><b>tiger - stripes</b></li> <li><b>giraffe - long neck</b></li> <li><b>lion - furry mane</b></li> <li><b>elephant - long trunk</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Know a special <b>skill</b> or <b>talent</b> they can do.</li> <li>Understand that <b>practicing</b> helps us to get better at something.</li> </ul>	
<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>							

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