Bonneville Driver: Enterprise

**As enterprising people we will**…continue to take responsibility for everyday tasks such as getting dressed, washing hands, preparing snacks and sharing fruit, and begin to take responsibility for taking care of the plants in our environment, also learning about how to take care of animals.

Bonneville Driver: Communication

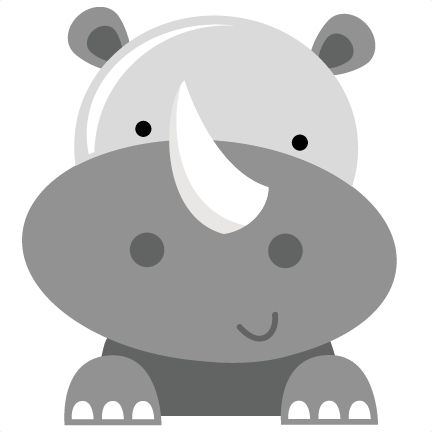
**As effective communicators, we will…**build a vocabulary that reflects the breadth of our experiences of animals and their life cycles and habitats.



Summer Term 1

**Animal Antics**

picture



This topic explores animals, there life cycles, habitats, and features that make them unique. Children will begin to learn the names and features of common creatures, and link their developing knowledge to what they find out from reading stories and information books.

Work in the **Prime Areas of Learning** (Communication and Language, Personal, Social and Emotional Development and Physical Development) and **The Specific Areas of Learning** (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) will be linked to the themes of the topic.

There will also be more extended learning activities to prepare the older cohort for Reception.

We will also have a daily focus on Phase 1 and 2 phonics in order to prepare the older children for Reception.

This term the children will be learning all about the animals that grace our planet! We plan to visit **Battersea Zoo** at the end of the term to celebrate our learning. Each child taking part in this trip will need to be accompanied by an adult - we hope as many parents as possible will be able to join us for this visit.

Bonneville Driver: Environment

**As people concerned with the environment, we will**…take care of plants and animals in our environment.

Bonneville Driver: Possibilities

**As aspirational people, we will**…learn about people who look after animals.

* Following sc /airplane -sign

**PHYSICAL DEVELOPMENT**

* Patterning on whiteboards, forming lines, circles, spirals and more complex patterns
* Daily name writing targeted at children learning to form the letters in their names
* Punch holes and threading leaves
* Moving like animals.

**COMMUNICATION & LANGUAGE**

* Develop vocab linked to topic:
* What’s in the song bag? Learn a range of songs and rhymes linked to topic.
* We will focus on using talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences when reading stories based on animals.

**PERSONAL, SOCIAL AND EMOTIONAL DEV**

* Follow rota for caring for and taking pictures of creatures
* Turn taking games: ladybird/butterfly pairs, build a minibeast etc.
* Transitions: getting ready for Reception (for older children only)
* Making a book on rules for a happy classroom and happy playtime.

**MATHEMATICS**

* **NUMBER:** Number recognition,number rhyme of the week – find the number 1 more/1 fewer tha**n,** recognise when 2 groups have the same amount, move spots on ladybird noticing that the total stays the same, minibeast addition and subtraction,
* **SHAPE:** shape caterpillars, name and describe 2D shapes
* **POSITION:** hide and seek minibeasts, positional language games
* **DATA HANDLING:** Tallies of minibeasts found in the garden, sorting by features (number of legs etc),

**LITERACY**

* **Core books:** What the ladybird heard, farmer duck, Rosies walk, Dear Zoo.
* **Jolly phonics songs**
* Phase 1 phonics: rhythm, rhyme, and alliteration.
* Phase 2 phonics: blending and segmenting. Two phonic groups for older cohort and recent starters.
* Guided writing: Writing invitations, lists, describing animals.
* Guided reading: modelling reading skills e.g. reading from left to right.
* Write dancing for letter formation.

**Animal Antics**



Topic Web – Summer 1

**UNDERSTANDING THE WORLD**

* Forest School nurture group for key children
* Visiting Battersea Zoo
* Look at similarities and differences between farm animals and zoo animals.
* Investigating animal coverings skin, fur, feather wool.
* The journey of a jumper.

**EXPRESSIVE ARTS AND DESIGN**

* Colour mix paper plate collaborative caterpillar
* Butterfly symmetry paintings
* Junk minibeasts
* Spiral snail art work
* Water bomb arts, splatter paintings
* Explore textures through baking activities
* Weaving with wool.