



# Allington Primary School Learning Journey 25/26

## Animal Kingdom

Year: R

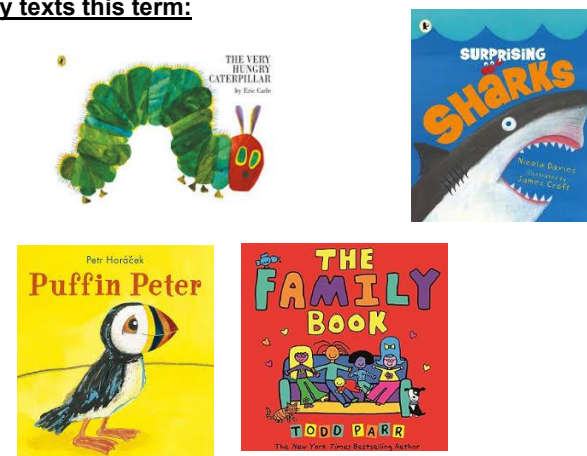
Term: 5

Duration: 5 weeks

### In this topic we will:

- Group animals by their habitats such as woodland, jungle, ocean, farm
- Name animals stating whether they are wild or pets
- Talk about animals that are awake at night time
- Talk about life cycles
- Say ways to look after and care for a pet such as a dog
- Talk about the role of a vet
- Talk about the role of a farmer
- Compare animals by stating ways that they are similar and ways they are different
- Give clues to describe an animal
- Match baby animals to their mothers
- Find some information about animals from books and from the internet
- Make a book about animals
- Talk about different families

### Key texts this term:



### Personal, Social and Emotional:

- Children will take part in 'Special Person' sessions, identifying what makes each of us unique.
- Children will continue to work towards earning 'Star of the week' and be happy for those who achieve this.
- Children will enjoy taking part in new experiences
- Children will continue to recognise their own feelings and feelings of others
- Children will understand ways to care for pets
- Children will interact with Ludo and the class chicks, thinking about behaviours needed around animals
- Children will talk about different families


### Communication and Language:

- Children will listen carefully to stories and instructions
- Children will talk about book characters
- Children will answer questions appropriately
- Children will guess animals from clues, listening carefully and thinking about what they have heard
- Children will continue to share learning diaries, moving on to asking relevant questions in groups
- Children will observe and comment on the life cycle of a caterpillar
- Children will observe and comment on the life cycle of a chick

**Physical:**

PPP – Primary PE Planning – Tennis - children will begin to develop the fundamentals of movement e.g. walking, running, jumping, hopping, skipping. They will begin to throw and catch a tennis ball and be introduced to balancing a ball on a racket.

<p><b>Physical Me</b></p> <p><b>Balance</b></p> <p><b>Agility</b></p> <p><b>Hopping</b></p> <p><b>Throwing</b></p> <p><b>Catching</b></p> <p><b>Co-ordination (Hand-eye)</b></p>	<p><b>Key Skills</b></p> <p><b>Balance</b></p> <p><b>Agility</b></p> <p><b>Running</b></p> <p><b>Skipping</b></p> <p><b>Walking</b></p> <p><b>Social Me</b></p> <p><b>Thinking Me</b></p> <p><b>Value Me:</b></p> <p><b>Value Me:</b></p>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills ELG</b></p> <p><b>Key Vocabulary</b></p> <p>Throw</p> <p>Catch</p> <p>Trick</p> <p>Side-Step</p> <p>Target</p> <p>Aim</p> <p>Bounce</p> <p>Balance</p> <p>Hop</p>
<p><b>Key Knowledge</b></p> <p><b>Catching</b> - Spread your fingers as wide as possible - Make a basket with your hands to catch a ball/object - Watch the ball</p> <p><b>Throwing</b> - Look at your partner/target - Step forward as you throw the ball - Point your non-throwing hand to where you want the ball to go</p> <p><b>Balancing the ball on a racket</b> - Keep your wrist's strong, to hold the racket - Look where you are going - Hold the racket like a frying pan, keep it flat</p>		



**Letter formation/handwriting** – Children will be introduced to boat letters, water letters and sun letters. Children will focus on boat letters (a, c, e, i, m, n, o, r, s, u, v, w, x, z)



**Get Squiggling** – Children will continue to take part in weekly sessions where they actively engage in story telling by drawing pictures and writing labels.



**Gross Motor Skills:** Children will take part in BEAM exercises to improve their co-ordination. Children will practise jumping, hopping and skipping during our Tennis lessons. They will practise throwing and catching a ball and balancing a ball on a racket. Children will continue to use the outdoor play area freely ensuring they are using the bikes confidently.

**Fine Motor Skills:** Children will practise their tripod grip daily. Children will be encouraged to think of letter formation when writing and take part in weekly handwriting sessions. Children will continue to use Drawing Club activities to practise their mark making. Children will complete Clever Finger activities to strengthen their fingers and hands.

**Maths:**

Children will name and recognise 3D shapes  
 Children will find 2D shapes within 3D shapes  
 Children will find 3D shapes in the environment  
 Children will Identify patterns  
 Children will continue a pattern  
 Children will build numbers beyond 10  
 Children will count beyond 20  
 Children will add and take away  
 Children will manipulate shapes  
 Children will compose and decompose shapes  
 Children will copy shape pictures

**Understanding of the World:**

Children will understand the role of the vet  
 Children will understand the role of a farmer  
 Children will look at the life cycle of a caterpillar and the life cycle of a chick  
 Children will look for minibeasts within our school grounds  
 Children will take about habitats such as oceans, woodland  
 Children will match babies to their offspring  
 Children will talk about how things change over time  
 Children will have opportunities to care for living things  
 Children will use apps on an iPad

**Expressive Art and Design:**

Children will continue to design and build with crates  
 Children will undertake various role play activities  
 Children will use storytelling to retell a story  
 Children will follow a plan using the animal drawing tutorials  
 Children will experiment with colour mixing  
 Children will make Dioramas – under the sea  
 Children will take part in Now Press Play experiences  
 Children will look closely at animal print

**Literacy:**

**Phonics –**

Children will consolidate their knowledge of Set 1 and 2 sounds. Children will begin to learn Set 3 sounds.  
Children will be taught in small groups, across the year group according to their ability.



Speed Sounds Set 2



**Reading –**

Children will begin to answer questions about what they have read  
Children will use vocabulary that is influenced by their experiences of books  
Children will recognise taught sounds which match their ability  
Children will recognise red words which match their ability  
Children will read longer words  
Children will read longer sentences containing set 2 sounds and red words  
Children will listen with enjoyment and respond to the book, through retelling and re-enacting the story  
Children will listen and respond to a story  
Children will know where information can be found in a non-fiction text  
Children will use talk to give explanation and opinion  
Children will identify some of the features on non-fiction texts  
Children will sustain relevant listening skills, responding to what they have heard with relevant comments and questions

**Writing –**

Children will write captions and simple sentences  
Children will write simple lists and instructions  
Children will begin to write a form of narrative  
Children will spell words using knowledge of Set 1 and 2 sounds  
Children will show some awareness of Set 3 sounds  
Children will make phonetically plausible attempts when writing more complex unknown words  
Children will spell some red words independently  
Children will form most lower-case letters correctly  
Children will include spaces between words  
Children will write for meaning and purpose; advising, reassuring and persuading a range of audiences  
Children will write an event in order of time  
Children will use describing words  
Children to write for meaning and purpose in a non-narrative form  
Children will design and create their own book ensuring they use book making skills

**Vocabulary**

Through our topic and the stories we share, we will be broadening the children’s vocabulary and knowledge of words. These are the words the children will hear and learn:

Title, Author, Blurb, Author, Front cover, Information, Capital letter, Finger spaces, Full stop, Page (s) Egg, Caterpillar, Chrysalis, Cocoon, Butterfly, Stomach-ache, Surprising, Giant, Man eating, Dwarf, Prey, Faintest, Crackle, Perfect, Satisfied, Pro’s, Con’s, Rocky, Island, Colourful, Identical, Horizon, Compare, Safe, Stepbrother, Stepsister, Celebrate, Strong

**Enrichments:**

- School Trip to Hemsley Conservation Centre
- Drama 4 All workshop
- Apple workshop

