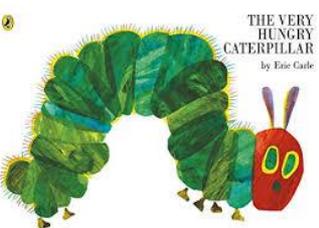
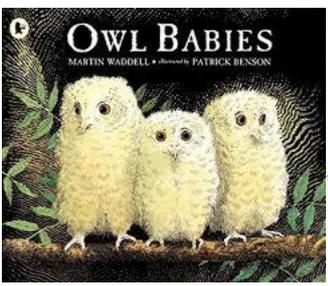
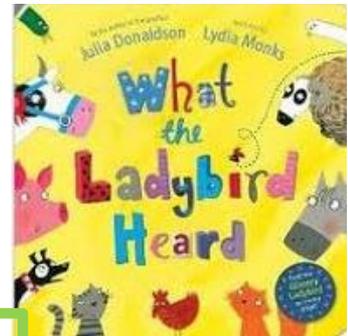


# All Creatures Great and Small



During this topic the children will explore animals – large and small. We will visit a farm to see animals first hand and we will explore minibeasts within our outdoor area.



**Intended Learning:**  
 To describe and compare different animals  
 To know the names of animals and their young  
 To find out facts about animals that I am interested in  
 To find out about different habitats and why they are important for specific animals  
 To know what animals need to live and grow  
 To talk about the life cycle of a chick/duck and a butterfly  
 To know how we can look after our pets

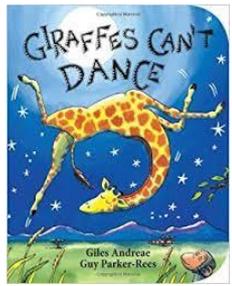
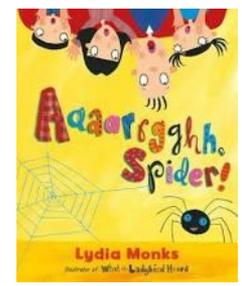
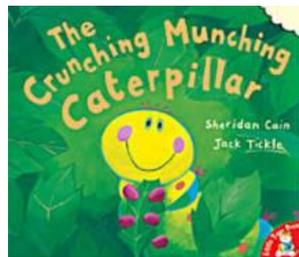
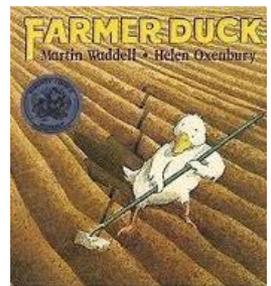
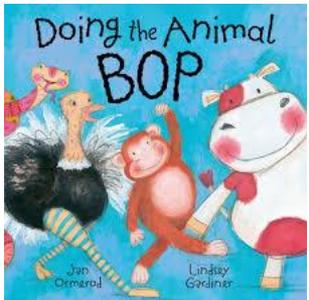
**Key Questions:**  
 Where does it live?  
 Where could we find it?  
 How do we know?  
 What does it look like?  
 How is it similar?  
 How is it different?  
 What does it need to survive?

**Skills:**  
 Research  
 Compare  
 Question  
 Observe  
 Design  
 Recall  
 Categorise  
 Sort

**Key Vocabulary:**

animal	land	grow	hatch
young	sea	change	care
adult	dry	farmer	protect
baby	damp	incubator	
farm	dark	brooder	
zoo	habitat	egg	
wild	life cycle		

The children will also explore a range of non-fiction books, songs and rhymes linked to this topic.



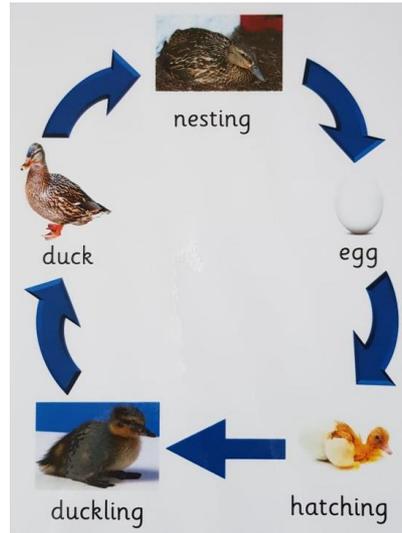
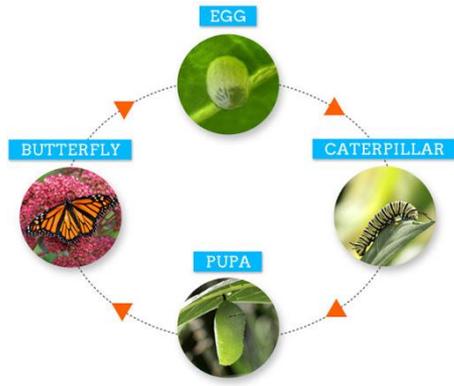
**Challenge – can the children begin to categorise animals by their own chosen criteria or by the different animal groups?  
 Mammals, birds, amphibians, reptiles, fish**



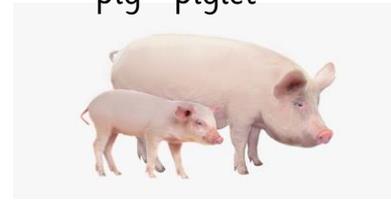
**Challenge Vocabulary:**  
**Herbivore** – animals that eat plants  
**Carnivore** – animals that eat other animals  
**Omnivore** – animals that eat plants and other animals



# Key learning facts:



pig - piglet



cow-calf



horse-foal



goat - kid



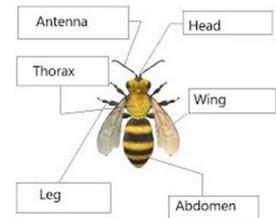
cat-kitten



dog-puppy



## Habitats



# All Creatures Great and Small



## **Communication and Language:**

To discuss and share ideas, thoughts and opinions.

To learn and use new vocabulary linked to topic.

Listens and responds to the ideas expressed by others.

Gives attention to what others say.

Uses talk to organise, sequence and clarify thinking.

Uses past, present and future forms accurately when talking about events.

Can express themselves effectively, showing awareness of listeners' needs.

Answer `how` and `why` questions.

## **Literacy:**

Read words and simple sentences

Knows that information can be retrieved from books and computers.

Use phonic knowledge to decode regular words.

Attempts to write short sentences in meaningful contexts.

Write simple sentences using phonic knowledge.

## **Physical Development:**

Experiments with different ways of moving.

Shows good control and coordination in large and small scale movements.

Handles equipment and tools effectively.

Can talk about ways to keep healthy and safe.

## **Understanding of the World**

Looks and talks about change.

Knows some children do not always enjoy the same things and are sensitive to this.

Know about similarities and differences in relation to places and living things.

Make observations of animals – can explain why some things occur and talk about changes.

Select technology for particular uses.

## **PSED:**

Attends to and takes account of what others say.

Confident to speak to others about their own interest and opinions.

Confident to speak in a familiar group.

Can adjust behaviour to different situations and take changes of routine in their stride.

## **Exploring Media and Materials**

Creates simple representations.

Chooses and creates through colour mixing specific colours for a purpose.

Experiments to create different textures.

Constructs with a purpose in mind.

Selects appropriate resources and adapts work where necessary.

Safely uses and explores a variety of materials, tools and techniques,

experimenting with colour, design, texture, form and function.

Represents their own ideas through design and technology, role play,

music, dance and stories.

**For maths planning please see separate maths plans.**