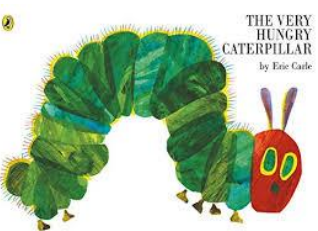
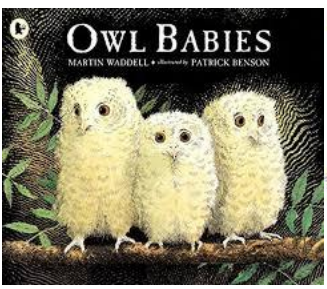
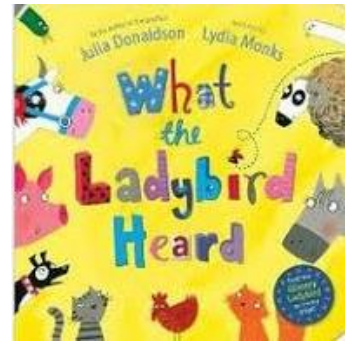


# All Creatures Great and Small



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. The children will also have the opportunity to experience first hand the life cycle of a butterfly and chicks.

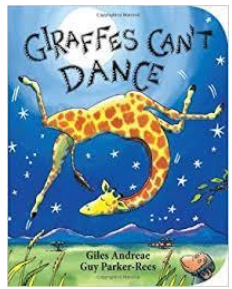
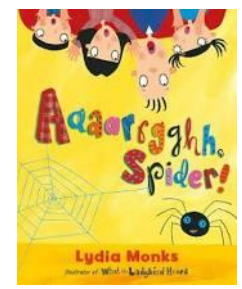
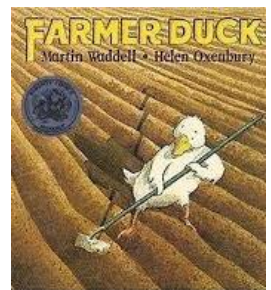
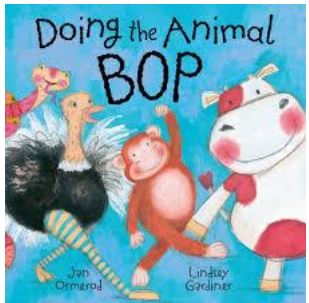


**Intended Learning:**  
 To describe and compare different animals  
 To know the names of animals and their young  
 To find out facts about animals that I am interested in  
 To develop an awareness that different animals live in different places.  
 To talk about the life cycle of a chick/duck and 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?  
 How does it change?

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

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.**

**Key Vocabulary:**

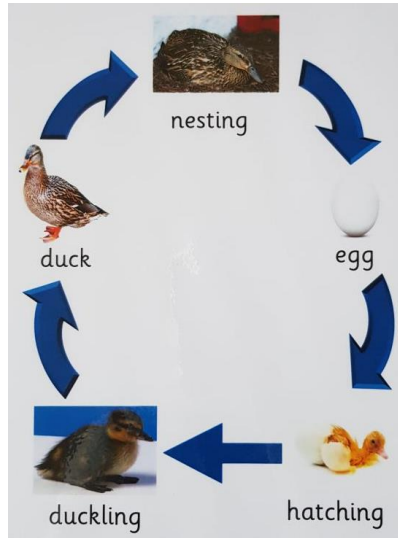
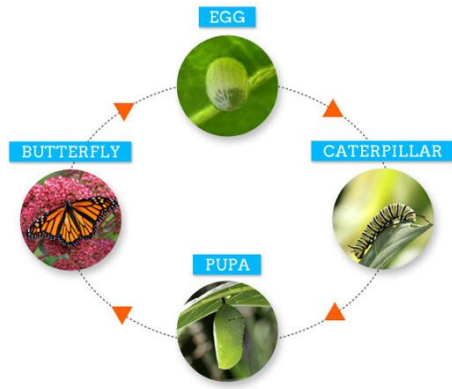
animal	land		
young	sea	grow	hatch
adult	dry	change	care
baby	damp	farmer	protect
farm	dark	incubator	
zoo	habitat	brooder	
wild	life cycle	egg	



**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



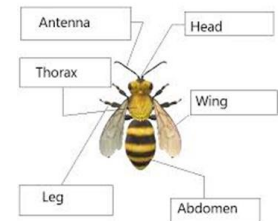
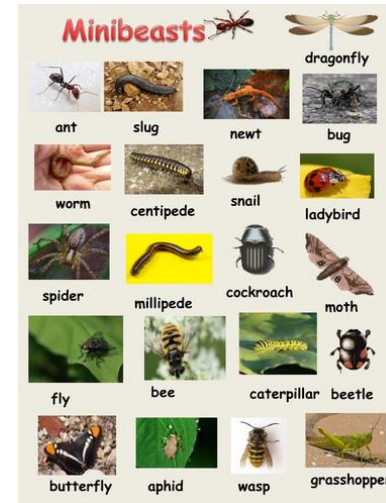
cat-kitten



dog-puppy



## Habitats





# All Creatures Great and Small



## Communication and Language:

Ask questions to find out more and to check they understand what has been said.  
Articulates ideas and thoughts in well formed sentences.

Connect one idea or action to another using a range of connectives.

Listen to and talk about stories to build familiarity and understanding.

Use new vocabulary in different contexts.

Engage in non fiction texts.

Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Understands who, why, when, where and how questions.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

## Understanding of the World:

Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

Knows about similarities and differences in relation to living things.  
Makes observations of animals and explains why some things occur and talks about changes.

## Literacy:

Reads simple phrases and sentences made up of words with known letter-sound correspondence, and, where necessary a few exception words.

Write short sentences with words and known letter-sound correspondence using capital letters and full stops.

Describes main story settings, events and principal characters in increasing detail.  
Re-enacts and revisits stories they have heard in their play.

Is able to recall and discuss stories or information that has been read to them or they have read themselves.

Uses their developing phonic knowledge to write things such as labels and captions/simple sentences

## PSED:

Express their feelings and consider the feelings of others.  
Manage their own needs.  
Show resilience and perseverance in the face of challenge.

## Exploring Media and Materials

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Develop storylines in their pretend play.

Create collaboratively sharing ideas, resources and skills.

Creates representations of real life.

Responds imaginatively to art works and objects.

Art focus: use of malleable material – clay, salt dough, papier mache – manipulate to create representations and use of natural resources to add further detail.

## Physical Development:

Develop small motor skills so they can use a range of tools competently, safely and confidently.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

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