

# British Wildlife






Week 1 – Owl Babies Story    Week 2 – Information about owls    Week 3 – Introduction to British Wildlife animals + vote    Week 4 – Vote 1 animal    Week 5 – Vote 2 animal    Week 6 – Vote 3 animal

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| <p><b><u>Personal Social and Emotional Development</u></b></p> <ul style="list-style-type: none"> <li>• JigSaw RHE programme - Relationships</li> <li>• How to make friends and help others feel part of a group.</li> <li>• How to solve friendship problems and show respect in how we treat others-link to The Squirrels Who Squabbled story.</li> <li>• Knowing how to care for our wildlife</li> </ul> | <p><b><u>Communication and Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>Weekly Bold Blue words linked to key texts:</b></li> <li>• Weekly Bold Blue words linked to key texts</li> <li>• Class story map and sequencing of the Owl Babies story</li> <li>• Re-telling of The Owl Babies using masks/stick puppets</li> <li>• Role Play Areas: wildlife sanctuary &amp; woodland/forest</li> </ul> | <p><b><u>Physical Development</u></b><br/><b><u>Gross Motor</u></b></p> <ul style="list-style-type: none"> <li>• Get Set 4 P.E Games: Unit 2</li> <li>• Making a hedgehog sculpture - play dough, wooden sticks, googly eyes.</li> <li>• Learning to use wheeled vehicles in the outdoor area</li> </ul> <p><b><u>Fine Motor Skills</u></b></p> <ul style="list-style-type: none"> <li>• Threading, weaving, dough disco, CP activities to include cutting skills &amp; pencil control/ RWI handwriting.</li> </ul> | <p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Focus text: Owl Babies and other books related to the voted animals e.g. The Squirrels who Squabbled, The Hedgehog's Balloon</li> <li>• Non-Fiction Texts related to voted animals</li> <li>• Daily story time linked to British Wildlife e.g Percy the Park Keeper, Beatrix Potter</li> <li>• Read Write Inc - Set 1 and 2 Sounds, Word Time, Red Ditty Books and Green Story books.</li> <li>• Create a British Wildlife non fiction book per class about the voted animals</li> <li>• Labelling of parts of the different animals</li> </ul> |
| <p><b><u>Expressive Arts and Design</u></b></p> <ul style="list-style-type: none"> <li>• Sponge print a baby owl picture</li> <li>• Create collages of different British Wildlife using natural materials.</li> <li>• Observational drawings of British Wildlife</li> <li>• Split pin animals</li> </ul>  |   |   |  |

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| <p style="text-align: center;"><b><u>Worldviews</u></b></p> <ul style="list-style-type: none"> <li>• Our Beautiful World</li> <li>• Our Living World</li> <li>• My Senses</li> </ul> | <p style="text-align: center;"><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>• Exploring animals that live in the wild in Britain - interesting facts</li> <li>• To know what 'nocturnal' means and to name some animals that are nocturnal</li> <li>• Name parts of different British Wildlife animals</li> <li>• Lifecycle of an owl</li> <li>• British Wildlife habitats</li> </ul> | <p style="text-align: center;"><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Counting beyond 10</li> <li>• Numbers 8, 9 and 10 plus their associated 2d shapes</li> <li>• Just add one</li> <li>• One less using 10 Green Bottles</li> <li>• Equal to</li> <li>• Doubles</li> <li>• Mastering number.</li> </ul> |
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| <b><u>EYFS Continuous Provision Outdoors</u></b>  |   |  |   |
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| <b>Sand</b>   | <b>Water</b>  | <b>Gross Motor</b>   | <b>Creative</b>   |
| <p>Use natural materials and boxes to create hibernation shelters for animals</p> <p>egg cartons and spoons, scoop sand into each section</p> <p>out door cooking in the sand pit</p> <p>buckets, spades and tubes.</p> <p>Tubes, cones, coloured bricks, plastic car track and small cars</p> <p>wet sand and moulds</p> | <p>Frogs in the pond with lily pads, logs and milk bottle tops</p> <p>Ducks</p> <p>Create a woodland pond using plastic tubes (as reeds), plastic plates (lily pads) using the animals</p> <p>Natural materials – floating and sinking</p> <p>Make a meal for an animal</p> <p>Explore changes with cotton wool in the water</p> <p>Filling cups and containers by squeezing sponges and cloths</p> <p>Using tongs to pick out corks from the water</p> <p>Use spray bottles to move the ducks down the guttering into the pond</p> <p>Fish out the table tennis balls with sounds on to make a word</p> <p>Cups of tea for Percy the Park keeper using teapots, cups and saucers and mugs</p> <p>Pot pourri</p> <p>Funnels in the crates, children have to catch the water</p> | <p>Large pattern cards attached to fence for children to copy with ribbon wands, chalks or trace</p> <p>Balance bikes, trike, balance wheels to use on large playground. Add cones, plastic floor mats to create routes to travel around.</p> <p>Crates, planks, tyres, tubes, guttering.</p> <p>Balance stepping stones, stilts, cup and balls, bean bag balls.</p> <p>Woodland creature gross motor movement game cards attached to fence.</p> | <p>Children to use the hole punch to make holes in paper leaves. These could be threaded onto string to make necklaces.</p> <p>Use collage materials to make animals (feathers, tissue paper, fabric, wool etc)</p> <p>Play dough animals using loose parts to create features, for example wooden match sticks for spines on a hedgehog.</p> <p>Leaf printing</p> <p>Printing/stamping</p> <p>woodland crowns using natural materials</p> <p>Transient art animals and woodland scenes using natural materials.</p> <p>Animal masks, using masking tape to</p> |

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|   | 2 water trays opposite each other with guttering in between<br>   |  | attach a band. |
| <b>Maths</b>  | <b>Outdoor Library</b>   |  |                |
| Red out door trays<br>whole part, part mats and natural materials,<br>number pebbles<br>Tens frames, pebbles<br>Dice games/subitising<br>Multi link<br>manipulatives and number tiles<br>Dominoes<br>Numberblock activity sheets  | Owl babies tree house library<br>Puppets<br>non- fiction and fiction books featuring British Wildlife  |  |                |
| <b>Fine Motor Table</b>   | <b>Small World</b>   | <b>Investigation Tuff Spot</b>   |                |
| Use tweezers to move natural materials from the sorting tray into different containers.<br>Feed the baby owls. Have pictures of the owl babies and cut up wool, pipe cleaners for children to pick up and feed to the baby owls.<br>Colanders and pipe cleaners<br>Use pom poms and buttons to place on British wildlife animals<br>Use the playdough to make different animals with extra resources e.g. sticks for hedgehogs, cotton wool for squirrels' bushy tails<br>Natural materials, such as fir cones, sticks, conkers and shells for children to use to create transitory art animals.<br>Weaving frames<br>Threading using cotton reels, pasta, beads.<br>Marbles and small tubes, marble run<br>Jigsaws | Weighing scales with conkers, pine cones for the squirrels<br>Small world block characters of the different British wildlife animals e.g. Owl Babies with the story and branch/leaves for the tree<br>Woodland animals connecting brick game<br><br><br>Cardboard homes with British Wildlife animals (in dolls house or in a tuff tray)<br>Create Percy the Park Keeper's house in the dolls' house adding the animals in the book.<br>Connect table to house: Children to transport pine cones, pebbles from table to the house using guttering, spoons etc. | Make an owls' nest using sticks, feathers, grass<br>Nature art using leaves, sticks, stones and black pieces of paper<br>Build a forest. Line the tuff tray with material/paper and provide cardboard tubes with coloured paper to make trees, plus small boxes for animal homes. Put small world wildlife animals in.<br>Provide a selection of instruments to make woodland sounds e.g. wind blowing in the trees, walking along gravel paths.<br>Leaves, logs, seeds and sticks with magnifying glasses<br>Put soil in the tuff tray for children to mark make and practise letter formation & the drawing of a British wildlife animal. Hide photos of the animals in the soil for children to find and copy. Hide sound pebbles/number pebbles in the soil.<br>Place bowls of small natural materials (pebbles, conkers, sticks) in the tuff tray alongside empty containers with spoons and scoops. Children to move the natural items from one bowl to another using the tools.<br>Use small world woodland animals along with a selection of natural |                |

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| <p>Paper clip chains</p> <p>Nuts and bolts</p> <p>Whiteboards and pens with letter formation &amp; drawing of animals</p> <p>Dressing dolls, Barbies etc</p> <p>Use tweezers and pom poms to make rainbows, a tree, a British Wildlife animal.</p> <p>Stack bricks on top of each other, how many bricks tall is it? Write your number on a post it note and compare with others.</p> <p>Pick up the coloured sticks and sort into colours using the tweezers.</p> <p>Pop the bubble wrap.</p> | <p>Connect table to house: Move the animals from the table to their home safely</p> <p>Use natural materials to turn the house into a wood.</p> <p>Dinosaurs</p> <p>Finger puppets</p> <p>Make an animal house using the Lego/Sticklebricks/duplo.</p> | <p>materials (leaves, twigs, feathers). Children to build houses and shelters for the animals carefully arranging and balancing the natural materials.</p> <p>Weaving frames using leaves, feathers, twigs, grass, wool, ribbon.</p> <p>Make binoculars with cardboard tubes and string.</p> <p>Use natural materials to make sounds e.g. stones, sticks, shells, seeds along with different containers.</p> <p>Pine cone bird feeders</p> |
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### Prime Area: Personal, Social and Emotional Development

| Self-Regulation  |  |  | Managing Self  |  |   | Building Relationships   |  |  |
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| <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> | <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> | <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Work and play cooperatively and take turns with others.</p> | <p>Form positive attachments to adults and friendships with peers.</p> | <p>Show sensitivity to their own and to others' needs.</p> |

### Prime Area: Communication and Language

| Listening, Attention and Understanding  |   |   | Speaking   |   |   |
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| <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> | <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |



Prime Area: Physical Development

| Gross Motor Skills  |  |  | Fine Motor Skills  |   |   |
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| Negotiate space and obstacles safely, with consideration for themselves and others. | Demonstrate strength, balance and coordination when playing. | Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | Use a range of small tools, including scissors, paintbrushes and cutlery. | Begin to show accuracy and care when drawing. |

## Specific Area: Mathematics

| Number   |   |  | Numerical Patterns  |  |   |
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| Have a deep understanding of number to 10, including the composition of each number. | Subitise (recognise quantities without counting) up to 5. | Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | Verbally count beyond 20, recognising the pattern of the counting system. | Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |

## Specific Area: Understanding the World

| Past and Present   |  |  | People, Culture and Communities   |  |   | The Natural World  |  |  |
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| Talk about the lives of the people around them and their roles in society. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Understand the past through settings, characters and events encountered in books read in class and storytelling. | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | Explore the natural world around them, making observations and drawing pictures of animals and plants. | Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |

## Specific Area: Expressive Arts and Design

| Creating with Materials   |   |   | Being Imaginative and Expressive   |  |  |
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| Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Share their creations, explaining the process they have used. | Make use of props and materials when role playing characters in narratives and stories. | Invent, adapt and recount narratives and stories with peers and their teacher. | Sing a range of well-known nursery rhymes and songs. | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |