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| Jungle Animals Clipart and Digital paper Jungle clipart image 1 | **Nursery Autumn Term Curriculum Overview**  **Animals** | | | | | Jungle Animals Clipart and Digital paper Jungle clipart image 1 |
| The **Big** Question … | | | | | | | |
| **What is your favourite animal?** | | | | | | | |
| The **Big** Idea (overview)… | | | | | | | |
| Children will begin to learn about animals and their habitats.  They will learn how to care for animals and pets.  The children will focus on colour, texture and movement.  They will learn about animals through stories and phonics activities.  They will be able to differentiate between zoo, farm and jungle animals and recognise their sounds.  How animals can help people – guide dogs for the blind, hearing for the deaf. | | | | | | | |
| **Deep conceptual learning:** | | | **Why is this important to an RCPA child?** | | | | |
| The children will be able to identify and name animals. They will know where they can be found and what they need to survive.  They will be able to describe animals by colour, patterns and movement. | | | We believe it is important for children to be aware of the world around them and begin to build their understanding of things they will find within the world. | | | | |
| **Termly Global Goals for Sustainable Development focus:** | | | | | | | |
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| **Key Questions:** | | | | **Metacognition:** | | | |
| How can we look after our pets?  What do they need to survive?  What do animals need in the wild?  Can you describe their features? | | | | |  | | --- | | Non Negotiable Ned  Following Ned’s rules | |  | | | | |
| **Oracy and Communication:** | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | I can speak clearly | I speak using the correct grammar | I stay on topic | I listen attentively and respond appropriately  I take turns and wait for others to finish speaking | | | | | | | | |
| **Suggested texts** | | **Suggested songs / nursery rhymes** | | | **Key Vocabulary:** | | |
| Charlie Cook’s Favourite Book  Dear Zoo  Farmer Duck  Giraffes Can’t Dance  Rumble in the Jungle  We’re going on a Lion Hunt  We’re going on a Bear Hunt  Elmer  The Camel that had no hump | | We’re all going to the zoo tomorrow  Nellie the Elephant  Old McDonald  The Farmer’s in his Den  10 little Monkeys  1,2,3,4,5 Once I caught a fish alive  Yellow Submarine  Alice the Camel | | |  | | |
| **Key Experiences:** | | |
| Exmoor zoo visit  Children bring in their pets/photos of pets  Vet visit  Guide/police dogs | | |
| **Opportunities for revisiting learning in the future:** | | | | | | | |
| Year 1 – Paws, Claws, Whiskers & Fins | | | | | | | |

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| **Area of learning** | **Children in Nursery will be learning to…** |
| **Personal, Social and Emotional Development** | Settling in & getting to know each other  Making friends  Make connections and attachments with peers and staff  Exploring the new setting and becoming familiar with equipment, activities etc  Learn and understand the boundaries of the setting  Begin to develop skills of sharing and turn taking |
| **Communication and Language** | Listen to stories with increasing attention  Join in with repeated refrains  Listening games  Simple board games in small groups  Games outside  Encouraging and modelling talk during play  Circle times  Stories used to model and develop language  Encouraging and modelling talk during play  Simple games to develop language  Simple instruction games  Show awareness of rhyme & alliteration, enjoying rhyming activities  Describe story settings, events, characters  Use talk to give meaning, to explain & to connect ideas  Act out our stories, and retell using story maps created in groups  Chn talk about their favourite animals and give reasons why they like them  Chn develop language and key words about animals  Develop questioning skills  Puppet show in the book area  Learning new animals songs and singing my favourite animal songs and rhymes  Be talking about my favourite animals & listening to my friends  Talk about animals I have met and say why I like them.  Making animal sounds and play guessing game.  Discussing the differences between animals |
| **Physical Development** | Indoor and outdoor activities  Rhymes and songs with actions  Cooking  Playdough activities  Ball activities  Exploring different ways of moving and experimenting with bodies  Teaching independence when putting coat/jumper on and off  Washing hands  Self-care skills – increasing independence  Mark making  Take on the role of different animals and experiment with the way they move.  Use apparatus in the hall to explore movement in different ways.  Create animals with play dough – Fine and gross motor skills.  Bubbles and malleable materials.  Large painting outside.  Water, rollers and paintbrushes.  Paddling pool  Parachute games and playground games on the field.  Chalking on the playground floor. |
| **Literacy** | Lots of stories linked to our topic and general books to begin to develop a love and curiosity of books  Mark making  Adding features to a face  Draw simple people  Drawing pictures and mark making linked to stories  Creating pictorial shopping lists  **Phonics**  Following RWI nursery pack |
| **Mathematics** | Nursery rhymes and number songs  Games to include counting  Simple board games to count  Modelling counting and awareness of number during independent activities  Counting and exposure to number and counting within all aspects of the day  Exploring shapes  Making shape people and faces  Measuring using hands and feet  Counting objects to 10  Match number cards to numbers and/or amounts  Show interest in counting and in number problems  Use size language big/medium/small/tall/short...to differentiate and describe  Recognise and talk about shapes in the environment & in construction activities  Recognise groups of 1,2,3,4 animals, compare groups and say when these are the same/more/less  Use positional language (on, under, above, below, next to..)   * + - * Counting sets of objects – How many legs has a …… got?       * More and less using animals.       * Playing snap – Which animals look the same? Why?       * Grouping objects knowing that the total still remains.       * Animals went in two by two song.       * Animal dominoes       * Snakes and ladders – Using numbered and dotted dice. |
| **Understanding the World** | Exploring the 5 senses through activities – sound walk, binoculars, looking through different colours, touching different textures, smelling and tasting.  Using technology to develop these skills  Look at and talk about their families  Small world activities  Begin to think about how they change over time and how they will continue to change in the future   * Show interest in the world they live in, question & comment on the natural world * Differentiate between past & present, showing awareness of change & describing events concerning themselves & their family and friends * Understand tools can be used for a purpose & use range of tools & techniques * Operate simple equipment * Incubator – eggs hatching. * Become familiar with the names of animals and their babies * Understanding which animals match their babies * Where do animals live? * What do animals need to grow? * Small world jungle, farm and zoo. * Find out information about different animals using the computers. * Use beebots to encourage positional language. * I will be looking at animals and their babies * I will be looking at animals across the world * I will be using the internet to find out things about various animals and their habitats. * I will be visiting a farm. * I will be looking at the differences and similarities in animals * I will be looking at animals on a farm. * I will be looking at the animals in the Antarctic. * I will be looking at farm machinery and what they do. * I will be learning to look after chicks. |
| **Expressive arts and design** | Painting – people  Finger painting  Hand and feet printing  Role play – Medical facilities  Cutting and sticking to make faces  Nursery rhymes  Songs – singing and enjoying  Exploring instruments   * Use bodes to explore texture, begin to describe the texture of things, explore experiences using range of senses * Join in with songs, sing to selves & make up own songs. * Tap out rhythms & explore how sounds can be changed * Use body language to express feelings * Create movement in response to sounds & music, develop repertoire of actions & put sequence of movements together * Use resources to support imaginative role play * Construct making enclosures & creating spaces * Learn The Animal Boogie song. * Learn an array of animal songs. * Use instruments to make animal sounds. * Discover textures of different animals. * Jungle vets and Zoo shop. * Jungle explorers outside. * Make animal masks. * Junk model animals. * Creating storylines using small world resources. * I will be creating pictures of animals using different medias. * I will design and making animal masks and models * I will be looking at camouflage and what materials and colours I could use for a camouflage * I will be imaginatively recreating a variety of habitats e.g. zoo, jungle, farm, woodlands etc * I will be learning and making my own animal songs * I will be using different textures and patterns to make a jungle display. * I will be mixing colours. * I will be using a range of constructional materials to re-create habitats. |