



# Amazing Animals!

(farm and domestic)

Our key questions are:

What pets do you have and what do they need?

Who lives on a farm?

Where does our food come from?



## Vocabulary:

### Animal names:

Cow	Chicken	Cockrill
Horse	Sheep	Goat
Duck	Rabbit	Hamster
Cat	Dog	Guinea Pig
Fish		

Size

Farm

Vet

Weight

Healthy eating (fruits and vegetables)

## Success Criteria:

I can name different animals that live on a farm.

I can explore and discuss different ways we can look after animals.

I can explore what food is healthy and what is unhealthy.



## Ways to support at home:

- \* Explore fruits and vegetables at home; you could take your child with you to the Supermarket and look at all the different produce, ask 'is this healthy?', 'where do you think this has come from?'
- \* Go on an animal hunt; at home, in your garden or to a farm! Discussing with your child, 'what do the animals eat?' and 'how can we look after them?' and 'which animal is taller/smaller?'

# 7 Areas of Learning

## Communication and Language:

- To learn and talk about animals.
- To begin to use a wide range of vocabulary in the correct context.
- To listen to, and follow simple instructions and respond to questions appropriately.
- To describe features of traditional stories.
- To talk about the role of healthy food and exercise in staying healthy.

## Physical Development:

- To mark make using a comfortable grip when using pencils and pens.
- To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.
- To hold jugs and containers confidently and pour from one container into another.
- To show awareness of healthy food choices and impact on our body.

## Maths:

- Make an accurate set and use the rules of counting.
- Subitise numbers to 6.
- To develop fast recognition numerals to 10.
- To rote count to 10 and beyond.
- To count back from 10.
- To experiment with my own mathematical mark making.
- To create repeating patterns.
- To use non-standard units to measure length, weight and capacity.
- To begin to explore number bonds to 5.
- To be able to count to 20 independently.

## Personal, Social and Emotional Development:

- To learn how to share resources and play in a group.
- To learn to look after resources within the class.
- To take turns whilst playing and waiting patiently to have a go.
- To learn right from wrong.

## Literacy:

- To talk about and retell a range of familiar stories.
- To think of and write a short, simple sentence.
- Listening to and hearing sounds in CVC and CVCC words.
- Identifying sounds on a sound mat.
- Listens to stories and is beginning to anticipate what may happen next.

## Understanding the World

- To learn about different animals and their habitats.
- To use the computer to complete a simple task.
- To identify and sort healthy/unhealthy foods.
- To identify and group a range of fruits and vegetables.
- To talk about a special event in their life.

## Expressive Arts and Design:

- Sing familiar songs or make up own songs.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- To explore and recreate Aboriginal Art.
- To draw a range of plants and fruits.
- To use scissors effectively, and use resources to create own props.
- Constructs with a purpose in mind, using a variety of resources.