



It's Alive! (Animals and mythical creatures)- Spring

Sticky Knowledge can be found in BLUE



RECEPTION

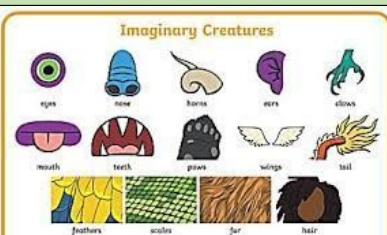
What will I know by the end of this unit?

-New vocabulary related to animals and mythical creatures – talk about them in detail

- How Chinese NY is celebrated

- What different animal homes/habitats look like

Vocabulary and Questioning



- Where does this animal live?

Personal Social Emotional Development PSSED

- Express their feelings and consider the feelings of others.

What ZONE Are You In?

Blue	Green	Yellow	Red
Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Out of Control

Communication and Language CL

- Retell the story; some as exact repetition and some in own words.
- Use new vocabulary in different contexts.



Physical Development PD

Mathematics

- Subitise
- Understand the 'one more than/one less than' relationship between consecutive numbers.

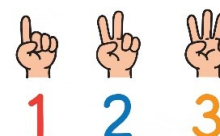
-Understanding numbers – 6, 7, 8

- Parts and wholes of numbers

- one more/one less

- halves and doubles

- subitizing



Literacy/Phonics

-RWI daily phonics, write labels, CVC words, poems, captions and sentences



Expressive Arts and Design EAD

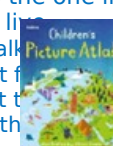
Collages, paintings, printings, crafting, creating, playing instrument

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

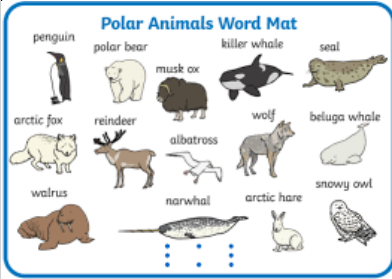


Understanding of the World UTW (significant places & celebrations)

- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some environments that are different to the one in which they live. Know and talk about the different features that support the overall health of the environment.



- Which animal do these footprints belong to?
- What is a mythical creature?
- Can you describe them?



PRIME AREAS

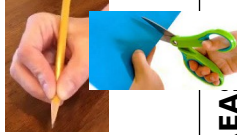
Gross motor skills



PE- GYMNASTICS- using equipment

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop their small motor skills so that they can use a range of tools competently

Fine motor skills



SPECIFIC AREA

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

- Form lower-case letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.



wellbeing:, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

