



Diversity: All Creatures Great and Small

Reception | Spring 2

CURRICULUM SPOTLIGHT: UNDERSTANDING THE WORLD | COMMUNICATION AND LANGUAGE | PSED
ENQUIRY

Can any animal live anywhere? What makes certain animals suitable for certain living conditions?

What can we find in the oceans?

Do any animals need our help?

OUTCOMES

Throughout this project we will move between the land and the oceans finding out about the wonderful creatures found on our planet. Children will learn key facts and develop their own thoughts and opinions about each animal, how humans interact with it and how we can help

VOCABULARY

Ocean, land
Nocturnal
Pattern
Fur, feathers, scales, skin
Small, smaller, smallest
Big, bigger, biggest

KEY TEXTS

Packs: Strength in Numbers
Now you see me, Now you don't
The Storm Whale
Night Animals
Oi! Get off our Train!
The Big Book of the Blue

BACKGROUND KNOWLEDGE

What animals have we seen or experienced before? How did each animal make us feel.
What key information do we know about our favourite creatures?

RESOURCES

Maps, film clips, animal print, measurements and scales

PRIME AREAS

Communication and Language	Listening, Attention and Understanding	Speaking	
	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Retell the story, once they have developed a deep familiar with the text; some as exact repetition and some in their own words • Listens carefully to rhymes and songs; paying attention to how they sound • Engage in non-fiction books to develop a familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Use talk to help work out problems and organize thinking and activities explain how things work and why they might happen • Use new vocabulary throughout the day and in different contexts 	
Personal, Social and Emotions	Building Relationships	Managing Self	Self-Regulation
	<ul style="list-style-type: none"> • Play regularly involves sharing and cooperating with friends and other peers • Has a range of strategies to solve conflicts and rivalries 	<ul style="list-style-type: none"> • Developing the ability to manage their own needs • With support demonstrates resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> • Think about the perspectives of others • Identify and moderate their own feelings socially and emotionally
Physical	Gross Motor Skills	Fine Motor Skills	
	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Skills include: throwing, catching, kicking, passing, batting and aiming • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength balance, co-ordination and agility 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can Develop the foundations of a handwriting style which is fast, accurate and efficient 	

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	<ul style="list-style-type: none"> Compare numbers using vocabulary including 'more than', 'less than', 'fewer', 'the same as' and 'equal to' Distribute items equally e.g. put 3 cakes on each plate Understand the 'one more than/one less than' relationship between consecutive numbers 	<ul style="list-style-type: none"> Verbally count beyond 10 Explore the composition of numbers to 10 Explore number bonds for numbers 0-10 	<ul style="list-style-type: none"> Show awareness of 3D shapes having different appearances from different angles Explore, create and discuss maps of small and large areas
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> Begin to make plausible predictions as to what may happen next in a story Answer simple who/what/when/why questions about new and familiar books 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say the sounds for them e.g. <i>ch, sh, th, ee, or</i> Read a few common exception words matched to the school's phonics programme Reads simple phrases and sentences made up of words with known letter-sound correspondences 	<ul style="list-style-type: none"> Forms lower-case letters correctly Write short sentences with words including known sounds and full stops Re-read what they have written to check that it makes sense
Expressive Art and Design	Creating with Materials	Being Imagintive and Expressive	
	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Develop story lines in their pretend play 	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups 	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community 	<ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them

