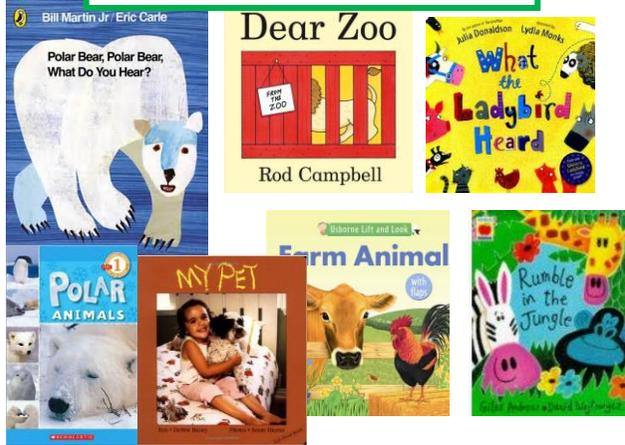


## Topic books



# Animals

How can you help me at home?



- Model writing with your child using lowercase letters
- Sing songs and rhymes with your child
- Give your child 'important' jobs to do e.g. getting the correct amount of cutlery for dinner/ matching socks, looking for familiar food at the shops
- Talk about animals you see when you're walking outside.
- Give your child the opportunity and time to dress themselves and have a go.
- Talk about the leaves growing on the trees.
- Play rhyming games.

## PRIME AREAS

### Personal, Social and Emotional Development:

Keeps play going by responding to what others are saying or doing.

Enjoys responsibility of carrying out small tasks.

To tolerate delay when needs are not immediately met, and understands wishes may not always be met.

### Communication and Language

To Focus attention – still listen or do, but can shift own attention.

To join in with repeated refrains and anticipate key events.

To understand the use of objects.

To Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

To Uses a range of tenses (e.g. play, playing, will play, played).

### Physical development

To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.

To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.

To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.

To put on their coat independently and begin to do up their zip.

### Planned activities to support areas of development

Uninterrupted play.

Activities set up to promote cooperative play.

Giving verbal messages to teachers/ specific jobs etc

Discussions throughout the session about others feelings and how they might feel.

Daily adult focused activities

In small groups they will be encouraged to join in with repetitive texts from longer stories and opportunities to retell stories.

What's in the bag games with different objects – describing what you can do with the object and children say what it is.

Climbing activities that children go 'under, through, on, over etc. Small group activities that children have to hide an object then describe where it is.

Children to have opportunities daily to run, balance and jump.

Weekly P.E sessions with P.E specialist.

Scissors available at all times

A variety of pens, pencils etc in the writing and role play area.

Opportunities to mark make with paint, pens, chalk, brushes and water etc.

Encouraging children to be independent with putting on their coat and trying to do the first stage of their zip.

**SPECIFIC AREAS**

<b>Literacy</b> To show awareness of rhyme and alliteration.  Shows interest in illustrations and print in books and print in the environment.  To sometimes give meaning to marks as they draw and paint.  To know that print carries meaning and, in English, is read from left to right and top to bottom.	<b>Mathematics</b> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  To know that a group of things changes in quantity when something is added or taken away.  To show interest in shapes by sustained construction activity or by talking about shapes or arrangements.  To use positional language.	<b>Understanding the world</b> Remembers and talks about significant events in their own experience.  To talk about some of the things they have observed such as plants, animals, natural and found objects.  To show an interest in technological toys with knobs or pulley's or real objects such as cameras , ipads etc	<b>Expressive Arts and Design</b> To join construction pieces together to build and balance.  To explores colour and how colours can be changed.  Creates movement in response to music.  To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
<b>Some planned activities to support areas of development</b>			
Singing songs and rhymes daily. Rhyming activities in small group sessions.  Walking around the school look for writing and signs.  Celebrating world book day. Visiting the book shop as a whole group. Children encouraged to talk about their paintings and pictures.  Opportunities to 'write' ingredients they have used in their role play  Talking tables adult focus activities	Providing plates in the role play area that have different sections.  Sorting animal into categories e.g. pets, jungle animals, fish etc and counting how many in each group. Making a bar chart of children's favourite animals.  Small group activities.  Number songs and rhymes  Daily opportunities to rote count starting from different numbers.  Numbers displayed inside and outside nursery setting.  Large foam shapes	Beebots, remote control cars, ipads etc  Children to have access to their learning journey to enable them to talk about a past event.  Eggs coming into nursery to hatch. Children to use ipads an cameras to record the chicks hatching. Talking about the changes and what they observe.  Arctic role play area  Sorting animal into categories e.g. pets, jungle animals, fish etc  Making ice	Weekly music sessions with music teacher.  Daily opportunities to sing using song cards and instruments.  Opportunities for children to be the 'teacher' using song cards and star of the day props.  To use their imagination in role play and small world activities.  A variety of blocks and natural resources for children to build with, indoor and outdoor.