

## THE ZOO!

First Hand Experiences

Animals in school, Gressenhall, Webcams, David Attenborough Documentaries of animals in their natural habitat.

### Vocab

Enclosure  
Zoo Keeper  
Captivity  
Wild  
Endangered  
Habitat  
Offspring  
Mammal  
Bird  
Reptile  
Amphibian  
Fish

### Knowledge

What is a zoo? The difference between animals living in captivity and living in the wild.

How do animals become endangered? What can we do to help and protect them?

Where in the world do different animals come from? Why do they have different habitats?

Animals have babies.

There are different categories of animals. We are mammals.

What happens in a zoo? Who works there?

### Skills

Understanding the need for safety when tackling new challenges (Safety around animals)

Eats a healthy range of food stuffs and understands the need for a variety of food.

Thinking about uses and purposes for different materials when designing.

Talking about features in their immediate environment and compare how environments may vary from one another.

Observations of animals and plants and how things occur (offspring, characteristics, male/female).

Shows care and concern for living things (how to look after animals, protecting endangered animals)

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Objectives	Possible Learning Activities
<p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Ascribes meanings to marks that they see in different places</li> <li>● Gives meaning to marks they make as they draw, write and paint.</li> <li>● Begins to break the flow of speech into words.</li> <li>● Continues a rhyming string.</li> <li>● Hears and says the initial sound in words.</li> <li>● Can segment the sounds in simple words and blend them together.</li> <li>● Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>● Writes own name and other things such as labels, captions.</li> <li>● Attempts to write short sentences in meaningful contexts.</li> </ul>	<p style="text-align: center;">Dear Zoo- Writing letters and labels Phase 3 Phonics Labelling animals Describing animals Sentence Writing – Early morning Captions – Early morning / Describing</p>
<p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● Shows interest in illustrations and print in books and print in the environment.</li> <li>● Recognises familiar words and signs such as own name and advertising logos.</li> <li>● Looks at books independently.</li> <li>● Handles books carefully.</li> <li>● Knows information can be relayed in the form of print.</li> <li>● Holds books the correct way up and turns pages.</li> <li>● Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>● Hears and says the initial sound in words.</li> <li>● Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>● Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>● Begins to read words and simple sentences.</li> <li>● Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>● Enjoys an increasing range of books.</li> <li>● Knows that information can be retrieved from books and computers.</li> </ul>	<p style="text-align: center;">Fiction books: Dear Zoo / Supermarket Zoo Non-Fiction: Answering I wonder questions Handa’s Surprise (Reading Comprehension) Phase 3 Phonics Phase 3 tricky words High Frequency words (introduction) Daily Story time Continued individual readers</p>

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<p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Recites numbers in order to 10.</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> </ul>	<p style="text-align: center;">Counting Animals          Maths Meetings          One More/One less          Sharing equally- animals between enclosures or food for mummy and baby animals          Weekly maths activities          Maths Meeting (following guidelines)          Maths Monkey</p>
<p style="text-align: center;"><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Uses everyday language related to time.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>	<p style="text-align: center;">Heights, length and weight of animals          Patterns          Weekly maths activities          Maths Meeting (following guidelines)          Maths Monkey</p>
<p style="text-align: center;"><b>RE- Why do Christians put a cross in the Easter Garden?</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of</li> </ul>	<p style="text-align: center;">Easter story          Making our own Easter Garden          Trying hot cross buns          Decorating a flower cross          Easter Service at the Church</p>

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<p>the similarities and differences in relation to friends or family.</p>	<p>Making Easter cards</p>
<p><b>Communication and Language-</b>  <b>Speaking, Understanding, Listening</b></p> <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<p>Talking about pets at home  Show and tell  Story telling  Story roleplays and small world  Asking questions to visitor about their animals  Asking I wonder questions</p>
<p><b>Physical Development-</b>  <b>Health and Self Care, Moving and Handling</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> </ul>	<p>Gymnastics- Moving like animals  Safely using the large gymnastic equipment  Trim Trail Thursdays  Letter formation including digraphs and trigraphs</p>

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<ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials.</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• Observes the effects of activity on their bodies.</li> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision..</li> </ul>	
<p><b>Personal, Social and Emotional Development-</b>  <b>Making relationships Self-confidence and self-awareness Managing Feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise</li> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate</li> </ul>	<p>Show and tell          Pets at home          Important traditions for us at Easter          Taking care of animals          Would you like to be a zookeeper when you grow up?- Why?          Asking questions to owners of Animal visitors          Half class writing          Positive Sandwich</p>

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<p>freely about own home and community.</p> <ul style="list-style-type: none"> <li>• Shows confidence in asking adults for help.</li> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>	
<p style="text-align: center;"><b>Understanding the World-</b> <b>The World Technology</b></p> <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Knows that information can be retrieved from computers</li> </ul>	<p style="text-align: center;">Animal Visitors Caring for animals Chicks hatching Different types of animals Animals and their offspring Habitats Animal diets Captivity vs wild</p>
<p style="text-align: center;"><b>Expressive Arts and Design-</b> <b>Using Media and Materials Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Realises tools can be used for a purpose.</li> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> </ul>	<p style="text-align: center;">Animal patterns Andy Warhol Patterns Jack Kirby superhero animal Designing own zoo enclosures Zoo gift shop Handa's Surprise role-play</p>

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- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Developing preferences for forms of expression.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Easter cards  
Easter bonnets  
Easter service songs