

## Topic web- Autumn 2 - Animals

### Communication, Language and Literacy

- Listening to songs/rhymes with animal theme (see below)
- Using and responding to new animal related vocabulary (animal names and animal sounds - using single word/two-word phrases)
- Selecting animals in response to their name.
- Talk about their play with animals and related objects using simple structured sentences e.g. 'I have a...' 'The fish is jumping.' Etc.
- Listen to and recognise animal sounds – matching sounds to pictures.

### Personal, Social and Emotional development

- Sharing various toys in play, developing turn taking skills with adults and peers.
- Playing alongside peers with small world animals and construction play.
- Adult engaging in role-play- animals, water play, sand play, sea animals etc.
- Choosing our own animal toys for small world play.
- Following routines more independently.
- Accepting adult direction with the support of symbols.

### Songs/music:

You tube:

- Old MacDonald – singing hands.
- Animal Bogie.
- Mummy's taking us to the zoo.
- I'm bringing home a baby bumblebee.
- Five little monkeys.
- Five little ducks

### Physical development

- Exploring water based play to fill and empty containers with a focus on pouring.
- Continue to explore the climbing equipment and the outdoor area moving in different ways-linking to animals.
- Continue to explore new tastes and textures in cooking activities.
- Dressing up activities.

### Mark Making/ Fine motor skills:

- Continuing to explore mark making tools, promoting a 3 fingered grip.
- Exploring the use of one handed tools e.g. pens, pencils, scissors, hammers, knives and spoons for cooking e.tc.
- Practicing overwriting simple shapes then attempting these on our own to draw pictures of animals.
- Practicing forming the letters of our name.

### Characteristics of Effective Learning

- Observe the children's interests in general and in relation to the topic of Animals.
- Observing the children as they engage in their environment and with the objects they engage with.
- Observing the children in relation to their focus and attention during activities.
- Observing the children's ability to persist during an activity which requires persistence.

### Expressive arts

- Continue to explore the different marks we can make with mark making tools and our fingers in a variety of media.
- exploring a range of musical instruments and ways in which we can change the sounds they make, e.g. loud and quiet.
- Using junk modelling to build and construct.
- Role play from own experiences.

### Songs:

(See below)

### Literacy

- Exploring reading area, including books with animal theme.
- Sharing books with familiar adults, friends and as a class.
- Matching/writing labels for animals and other mark making opportunities
- Talking about our writing with adults.
- Exploring writing through role play activities.
- Tracing over and learning to write our names

### Books:

- Hooray for fish
- The selfish crocodile
- The very hungry caterpillar
- The rainbow fish
- Non-fiction books linked to animals

### Mathematics

- Number recognition: Numbers on shell/pebbles/fish
- Counting songs
- Counting various toys-fish/ sea animals/compare bears/link elephants etc.
- Writing numbers.
- Feeding the fish/animals giving one or two pieces of food as asked.
- Becoming familiar with new routines and individual timetables.
- Looking at shapes in our environment.
- Matching shapes to pictures e.g. circles or rectangles on the rainbow fish as decorations.
- Sorting animals by size and use the words 'big' and 'small'.

### Understanding the world

- Explore stories and photographs linked to own experiences (Educational Visits)
- Role play from the children's own experience.
- Begin to explore the differences between animals.
- Explore natural objects found in our environment – leaves, sticks, stones etc.
- Explore toys with technology showing adults how these work.

### Videos:

- Super simple songs – The animals on the farm.
- Super simple songs – Walking in the jungle.
- Super simple songs – Lets go to the Zoo.