

## Summer 2 Going to the zoo

At the end of this unit children will be able to comment, ask questions and compare animals and the places they live around the world.

### Expressive Arts and Design

Explore animal patterns using paint.  
Mixing colours  
Animal music & songs



### Personal, Social and Emotional

Explain own knowledge & understanding of animals & ask questions

### Understanding the World

Explore animal patterns, what they eat and what their babies are called.  
Compare places where animals live around the world

### Literacy

non fiction  
Dictionaries  
labels  
poems  
cards  
reports

### Physical

Moving like animals on the floor & apparatus (climbing, jumping, sliding, swinging, galloping, leaping).

### Key Learning:-

- ❖ Children will comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- ❖ Talk about some of the things they have observed.
- ❖ Talk about features of their own immediate environment and how environments might vary from one another.
- ❖ Show care and concern for the environment and living things.
- ❖ Looks closely at similarities, differences, patterns and change.
- ❖ know about similarities and differences in relation to places, objects, materials and living things.
- ❖ Explores colour and how colours can be changed.
- ❖ Explores what happens when they mix colours.
- ❖ Experiment with colour, design, form and function.
- ❖ Captures experiences and responses with a range of media, such as paint and other materials
- ❖ Chooses particular colours to use for a purpose.
- ❖ Represent their own ideas, thoughts and feelings through design and technology & art.

**As an artist** we will mix colours and make different animal patterns

**As a Geographer** we will look at google maps, atlases, globes, images, photographs of animals in different countries

**As a Scientist** we will look at the characteristics of animals & their babies

**As a musician/dancer** we will learn simple animal songs and dances/movements.

4Rs Characteristics Active Learning	Oracy Communication and Language	Be excited and curious to learn Characteristics Playing and Exploring	Spirituality	Nurture: soar in talents	Wisdom Characteristics Critical Thinking	Serve others courageously Responding
Showing curiosity Pretending objects are things from their experience Representing their experiences in play	Understands, responds and builds up vocabulary. Uses language to imagine and recreate roles and experiences in play situations.	Finding out and exploring. Similarities and differences when exploring.	What if???  All animals were the same?	Flourish and excel in imagination and creativity. Use their God-given talents to impact on others.	Thinking of ideas Having their own ideas • Planning, making decisions about how to approach a task Make links in their learning	Respond to the knowledge and experiences of others. Ask and answer questions to further understanding

	Connects ideas and more complex sentences. Listens and responds to ideas expressed by others in conversation or discussion.	Join in play and learn fit in with the ideas of others. Showing curiosity about animals Using senses to explore the world around them				
--	--	---	--	--	--	--

1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Show animals on a world map and photos of animals. Ask for ideas of what they know about them.	What do we know about animals? Bring in items & ideas from home from animals seen in different places.	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways through cross curricular learning.	Children will present their learning in different ways one to one or in a small group using question and answer boxes.	Zoo visit, display of findings (recount book of photographs)
<b>Links to British Values</b> <b>Respect the roles of people who help us.</b>			<b>Other Curriculum Areas</b> <b>PSHE, Geography, Literacy, Art, science, music</b>		
<b>Parental involvement and Wider Community involvement</b> <b>Home learning &amp; zoo visit</b>			<b>Use their talents and deeper understanding to benefit others</b> See individual Subject policies for ideas and examples		