

Literacy

Jolly Phonics: ai, j, oa, ie, ee, or

and encourage children to use them in their writing.

To write simple sentences – think about sentence construction and spelling of key words. Re- read work to ensure it makes sense. Ensure accurate letter formation.

To continue reading at own level.

To explore different genres of writing eg story, non-fiction, recipes, shopping lists, poems, instructional language.

Communication and Language

To have opportunities to speak and listen in class lessons Halaqah, role plays etc

To begin to use appropriate or descriptive vocabulary when speaking.

To listen to stories and be able to recall the main features and characters.

To explore and experiment with sounds and words/poetry.

To participate in speaking and listening activities e.g. act out animal stories.

Physical Development

To use animal stories as a stimulus for movement.

Use of the Carnival of the Animals and Peter and the Wolf to explore animal movements.

To travel with weight on different parts of the body.

To balance and hold shapes.

To repeat sequences.

To throw and catch balls with a partner.

To practise dribbling and dodging balls.

To make a hand/finger animal puppet.

To participate in cooking activities.

To participate in outdoor play activities to develop gross motor control.



Animals Spring 2

Personal, Social and Emotional Development.

To have a developing awareness of their own needs, views and feelings and be sensitive to those of others.

To be confident to try new activities, initiate ideas and speak in a familiar group.

To continue to form good relationships with peers and adults.

To be able to work and play with others, to resolve problems with support.

Qur'aan: Surah Adiyat to Surah Teen

Dua: Give us good in this life and good in the Hereafter

Arabic: At school, Numbers 1 – 15

Halaqah: 4th Pillar of Islam - Fasting

Understanding the World

To identify animals by means of observable features. Discuss features such as colour of coat, fur etc. Sort animals according to differing criteria.

To relate animals to their environment. Discuss how animals are suited to the environment they live in.

To look at the conditions necessary for plants to grow. Grow bulbs.

To collect data of favourite animals and pets owned – using tally charts.

To find out about life at a time beyond living memory – dinosaurs and other extinct animals.

To develop simple mapping skills and follow a route on a map. Talk about geographical features.

Mathematics

To continue to develop basic number recognition and counting to 30 (extension to 100).

To compare numbers and order them.

To use mathematical ideas to solve practical problems.

To compare quantities of weight and length.

To record and solve simple addition and subtraction number sentences.

To develop mental recall of some number bonds to 10.

To name and describe 2D and 3D shapes.

To use coins to solve simple shopping problems.

Expressive Arts and Design.

To focus on hearing and making loud and quiet sounds.

To learn animal songs.

To make observational drawings of animals.

To explore colour mixing – shades of grey and green. Camouflage pictures.

To discuss the artist Henri Rousseau and his work 'Tiger in a Storm' jungle montage.

To design, create and evaluate animal spoon puppets.