

This half term Tiger Cubs are learning ...



Mathematics (M)

To sort and match animals.

To represent the number of legs in a group of animals.

To recognise numerals 1-20 and use resources to represent 'teen' numbers knowing that 12 is a 10 and a 2.

To spot and continue shape, picture and numerical patterns.

To continue to develop an understanding of the composition of numbers to 10.

To develop a recall of numbers which make 10... $9+1$ $8+2$ $7+3$ $6+4$ $5+5$.

To count from different starting points and say what comes before and after.

To begin to find larger numbers on number tracks and 100 squares.

Understanding the World (UW)

Naming wild animals from different climates around the world – Safari animals, Rainforest animals, Polar animals, and Sea creatures.

Which animals live in hot/cold climates?

How are they adapted to their habitat?

Looking at world maps and globes.

Role play - Safari/explorer

Small world – rainforest adventures, wild animals, sea creatures and polar animals.

Communication and Language (CL)

To listen to stories about animals including... *The Ugly Five*, *Dear Zoo*, *Giraffes Can't Dance*, *Monkey Puzzle*, *Rumble in the Jungle*, *We all went on Safari*, *Elmer and Poles Apart*.

To re-enact shared stories and make up new stories using props.

To engage in role play in the Safari Camp.

To ask questions about animals and how they are adapted to their habitats.

To make use of recently introduced vocabulary from stories, non-fiction rhymes and poems.

To contribute own feelings and ideas during group and class discussion.

Animal Safari

Tiger Cubs will learn about incredible animals that live worldwide. They will explore various animal habitats and compare the animals that live there with animals in their locality. They will explore animal features and find out how they survive in the wild. They will compare the ways that animals are similar and different.



Physical Development (PD)

To move like wild animals... slither like a snake, stomp like a Rhino, hop like a flamingo.

To take part in small team games - making a safe way to cross the river using planks and crates – avoid the crocodiles!

To use outside toys – large construction, bicycles, wobble cars, hoops, climbing apparatus.

To make a den to hide in when out on a Safari.

PE sessions will focus on: Running, Jumping, Throwing and Catching.

Spanish (MFL)

To name eleven colours, sing songs and join in with rhymes.

Personal, Social and Emotional Development (PSED)

Circle time – Talk about why it is important that humans look after the habitats of wild animals.

Find out about an endangered animal. Why are they endangered?

Literacy (L)

To read and spell words containing Phase 3 sounds ai ee igh oa ar or ur oo/oo ow oi ear er air.

To read and **spell** the tricky words **no, to, go, I, into, the, as, has, his, of, we, me, be, he, she, you, are, my, they, was, by, all.**

To begin to read the tricky words **said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one.**

To read longer words e.g., **swim, plug, scrub** and longer words containing phase 3 sounds e.g., **speech, clown, crunch.**

To read compound words e.g. **windmill** and words ending in -ing -ed and -est ... **jumping jumped softest**
Writing opportunities through role-play – Safari equipment lists, Route planning, Notes on animals observed, Meal planners.

Themed book corner – Animals. Selection of fiction and non-fiction books relating our theme.

To read and share books with other children.

Expressive arts and design (EAD)

To print animal skin patterns with paint and blocks.

To listen to Jungle sound music. What is the place like?

To use masks and props to take on animal characteristics.

To look at the artwork 'Tiger in a Storm' by the artist **Henri Rousseau**.

To dance like 'Gerald' from *Giraffes Can't Dance*.

