

**EYFS Curriculum - Statutory Framework Areas of Learning and Development (ELGs)**

**Prime Areas**

*Communication and Language*

- Listen attentively and respond with relevant questions and comments
- Hold conversations. Offer own ideas, use newly introduced vocabulary (see about me vocab list) Express ideas and feelings about experiences, use full sentences.

*PSED*

- Understand own feelings, work towards simple goal, give focused attention and respond appropriately. Be confident, try new activities, show independence, resilience and perseverance. Work and play cooperatively.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

*Physical Development*

- Hold pencil effectively, show accuracy with drawing and use a range of small tools.
- Negotiate space and obstacles safely, demonstrate strength, balance and coordination.

**Literacy**

- Retelling familiar stories and narratives using own words and new vocab, anticipate key events
- Read words consistent with phonic knowledge by sound blending
- Write recognisable letters, spell words by identifying sounds, write simple phrases and sentences that can be read by others.

**Mathematics**

- Have a deep understanding of number to 10, including the composition of each number, subitise to 5. recall number bonds to 5

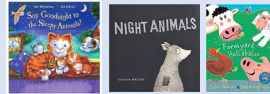
**Understanding the World**

- Talk about the lives of people around us
- Describe immediate environment, explain some similarities and differences between life in ours and other countries.
- Know some similarities and differences between different religious and cultural communities in this country.

**Expressive Arts and Design**

- Safely use and explore a variety of materials, tools, and techniques experimenting with colour, design, texture form and function.

**Artefacts & Resources**

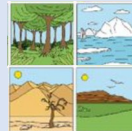


Stories and texts about different animals from different habitats.

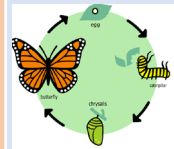


Learning a vets job and how to look after animals.

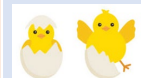
Exploring different habitats around the world.



**Life Cycles**  
butterflies  
chickens  
frogs



Knowing and naming endangered species



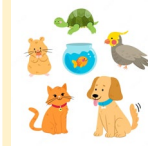
Recognise and recall how different animals are born

Learn the importance of working and service animals.



**Questions**

**How do we care for our pets?**



What do animals need to grow and be healthy?  
What do vets do?

**How can we protect animals?**

What does endangered mean?  
How can we help endangered animals?



**What does nocturnal mean?**



Which animals are nocturnal?  
What makes these animals special and different?

**What is animal life-cycle?**

How do animals change as they grow?  
What are different animal babies called?  
How can we sort different animals



**Where do animals of the world like to live?**

How do different animals adapt to habitats?  
What types of habitats are there?

**Vocabulary**

<b>Animal</b>	A living thing that is not a plant.
<b>Habitat</b>	A place where animals live
<b>Pet</b>	An animal that has been born/trained to live with human beings.
<b>Mammal</b>	An animal that breathes air, has a backbone and grows hair and gives birth to live babies.
<b>Endangered</b>	An animal that is at risk from becoming extinct.
<b>Extinct</b>	An animal that has died out forever.
<b>Grow</b>	To stay alive and become healthy and strong.
<b>Born</b>	Brought to life by birth
<b>Lifecycle</b>	The sequence of life that living things go through.

	Key learning
1	<p style="text-align: center;"><b>How do we care for our pets?</b></p> <p><b>C&amp;L</b> – Discuss and share our knowledge of our own pets and naming pets. Hold conversations about favourite pets. Sharing information of how we look after our pets at home &amp; what animal needs are.</p> <p><b>Literacy</b> – Share and talk about core texts which include pets and taking care of animals. Using ‘I want a Pet’ as a stimulus for writing. Having our own ‘egg’ in the class to look after and care for, using questioning and prediction skills of what we think might be inside the egg and building on prior knowledge. Writing different text types such as lists, letters and cards to the story characters.</p> <p><b>Mathematics</b> – Themed enhancements throughout continuous provision e.g. animal counting, addition, sorting animals into groups by number of legs etc., recording favourite pets, making shape animals etc.</p> <p><b>UtW</b> – Labelling parts of pets, knowing where different pets originate from, learning the role of a vet and how they help to care for our pets.</p> <p><b>EA&amp;D</b> – Exploring the vet role play, creating narratives around vet role-play. Creating pet themed art work including using water colours, pastels and wax crayons. Painting animal posters for the vets. Learning animal themed songs and using actions and instruments to accompany e.g. how much is that doggy in the window?</p>
2	<p style="text-align: center;"><b>How can we protect animals?</b></p> <p><b>C&amp;L</b> – Discuss and share any prior knowledge of what we mean by ‘endangered’. Children understand the terminology of extinct through knowledge of dinosaurs. Make links between this and animals now possibly becoming extinct if they’re not protected. Children can share any knowledge of charities and what they do to support animals.</p> <p><b>Literacy</b> – Explore non-fiction and fiction books linked to endangered species. Use David Attenborough’s Planet Earth to watch video clips of endangered species in the wild. Use picture stimuli for writing.</p> <p><b>Mathematics</b> – Themed enhancements throughout continuous provision e.g. sorting endangered and non endangered animals, looking at numbers of animals left in the wild</p> <p><b>UtW</b> – Explore the places which endangered animals live around the world? Are there similarities with their habitats. How can charities support different countries – reference to our school link with Karrisalpatti in India</p> <p><b>EA&amp;D</b> – Design and make our own endangered species animal masks, use posters to create collages, explore playing a role of a wildlife explorer, use drama and role-play reimagine different roles.</p>
3	<p style="text-align: center;"><b>What does nocturnal mean?</b></p> <p><b>C&amp;L</b> – Share prior knowledge with peers about nocturnal animals and recall animals names/facts aloud.</p> <p><b>Literacy</b> – Can share, talk and write about what animals are nocturnal, can write in lists. Can use different non-fiction texts to explore pictures and read facts.</p> <p><b>Mathematics</b> – Continue to use concrete resources to count, order, sequence with number. Explore shape patterns and symmetry, understand making repeating patterns</p> <p><b>UtW – EA&amp;D</b> – Understand where nocturnal animals live and their habitats, learn about how and what these animals eat, create night-time pictures with oil pastels, use different materials and resources to create night themed collages. Practise cutting skills with scissors and using different fine motor tools such as hole punches to make moons.</p>
4	<p style="text-align: center;"><b>What is an animal life-cycle?</b></p> <p><b>C&amp;L</b> – Discuss any knowledge about how animals change and grow, learn and use the correct terminology for baby animals such as calf, chick, kitten, puppy etc.</p> <p><b>Literacy</b> – Look at books that involve baby animals and themes of growth. Explore non-fiction texts about life-cycles. Learn to draw and label butterfly and bird life cycles. Understand new taught vocabulary and use in context, create story maps.</p> <p><b>UtW</b> - Show an understanding of how animals rely on nature and their habitats to grow and thrive.</p> <p><b>EA&amp;D</b>- Choose and use different materials to make baby animals pictures, make 3D lifecycles.</p>
	<p style="text-align: center;"><b>Where do animals in the world like to live?</b></p> <p><b>C&amp;L</b> – Use positional language to discuss parts of the world (north/south), discuss known countries and habitats, use describing language to explore different types of habitats including opposites (hot/cold/wet/dry) share prior knowledge of different countries and name places around the world.</p> <p><b>Literacy</b> – Explore texts set in different countries e.g. Handa’s Surprise. Comment and write about contrasting settings and apply new vocabulary. Learn habitat names and write labels and captions for habitats which include describing language.</p> <p><b>Mathematics</b> – Themed enhancements throughout continuous provision e.g. sorting animals into their habitats, maths tuff spots with habitat themes e.g. polar counting, rainforest animal shapes.</p> <p><b>UtW</b> – Learn to name different key locations for habitats e.g. Sahara desert, Amazon rainforest, North Pole, South Pole. Use globes and maps to explore countries and places around the world.</p> <p><b>EA&amp;D</b> – Engage with a wide variety of resources to make habitat pictures with contrasting features, learn songs from different cultures and introduce instruments from other countries.</p>