



# Reception - Summer 1 KRP Animal Safari



## Key Questions

### **Engage: Visit a zoo or wildlife centre**

How can I create questions around my learning?

### **Develop 1: Amazing animals**

How can I ask questions and gather information around animals?

### **Develop 1: Animal homes**

How can I share my creations and explain the process I have used?

### **Develop 1: Feathered friends**

How can I compare different feathers?

### **Develop 2: Tell a story (phonics)**

How can I create a story through using props?

### **Develop 2: Mixed up animals**

How can I create a mixed animal?

### **Develop 2: Animal parade**

How can I listen to and respond to music?

### **Develop 3: Animals around the world**

What kind of climates do animals live in?

### **Develop 3: Camouflage**

How can I explore a variety of materials?

### **Express: Greedy Zebra**

Create your own animal and its habitat!



## Book list

- The Book of Animals
- Animal Homes
- Walking through the Jungle
- Dear Zoo
- Elmer
- Monkey Puzzle
- Never Tickle a Tiger

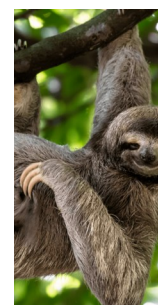
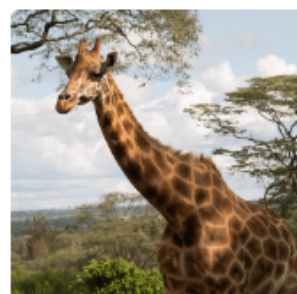
## **Companion Projects**

### **Creep, crawl and wiggle:**

This mini project teaches children about invertebrates that live in their gardens and local environment.

## Vocabulary

**Animal    Herbivore    Carnivore**  
**Omnivore    Habitat    Live**  
**Scales    Feathers    Fur**  
**Eggs    Climate    Jungle**  
**Materials    Claws**





# Reception - Summer 1

## KRP Animal Safari



### Programmes of study / Development Matters

#### C&L

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and-forth exchanges with their teacher and peers.

#### EAD

Note: In Reception, learning is revisited and cyclical to ensure the children have a deep understanding of the skills and content being taught. This means that previous themes and skills from Autumn Term will also be worked on, discussed and revisited throughout the Spring Term. Please see Autumn 1 and Autumn 2 Long Term Plans for more detail.

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them

#### UW

- Compare and contrast characters from stories, including figures from the past.
- Understand the effect of changing seasons on the natural world around them
- Recognise some similarities and differences between life in this country and life in other countries

#### PD

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- Know and talk about different factors that support wellbeing e.g. regular exercise, healthy eating.
- Develop overall body-strength, balance, co-ordination and agility

#### PSED

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- Manage their own needs.
- Build constructive and respectful relationships

**\*See LTP for Maths and Literacy objectives covered**