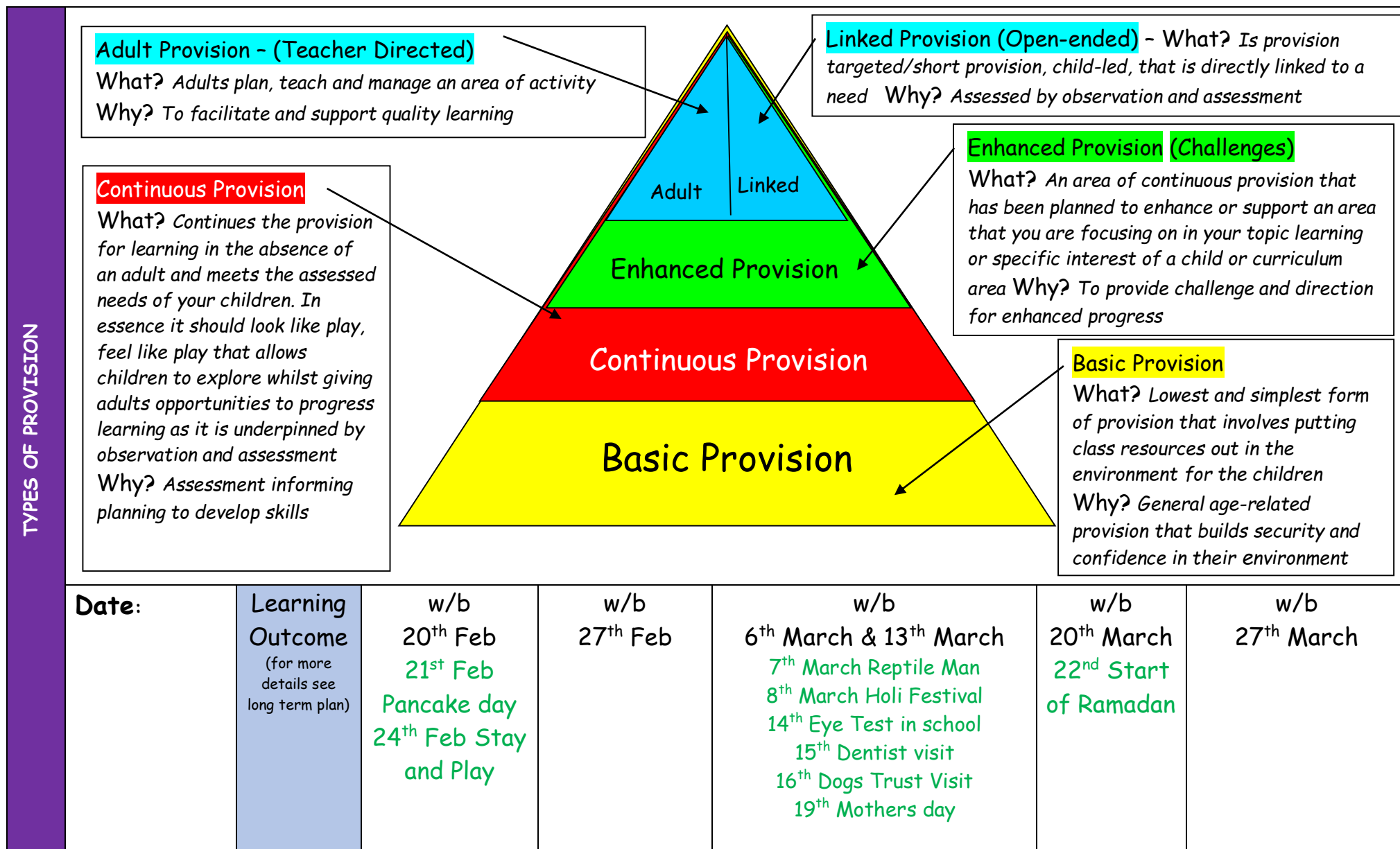


Amazing Animals – Langtree Primary School Medium Term Planning, Spring Term Planning 2nd Half 2023

This planning, these themes and the continuous provision provided may be adapted at various points to follow the interests of the children within the setting.



	<p>Weekly Theme:</p> <p>Focus Area of Learning</p>	 <p>Extinct (Week 1) Looking at dinosaurs - what are they? When did they exist? How can we explore dinosaurs now (bones/museum)</p>	 <p>Endangered (Week 2) Looking at animals that are endangered across the world.</p>	 <p>Different climates/ habitats (Week 3 & 4) Talking about what a climate is/habitat. Looking at animals around the world - what helps them to adapt to their environment?</p>	 <p>Nocturnal/ Diurnal Animals (Week 5) What is a Nocturnal and Diurnal animal? What animals are nocturnal/diurnal in our country?</p>	 <p>Farm animals/ hibernation (Week 6) Looking at signs of spring beginning - animals coming out of hibernation, lambs and chicks being born. Celebrating Easter.</p>
AREAS OF LEARNING	<p>Role Play</p> 		<p>What? Creating a dinosaur museum - Leaving images of extinct animals, fossils e.t.c. badges, phones, tickets and plastic dinosaurs for the exhibit.</p> <p>Why? It gives the children the opportunity to investigate and build their own museum linking to our focus of extinct animals.</p>	<p>What? Creating a safari look out with material to make an enclosed area. Different pictures of animals we may spot in the rainforest, clipboards e.t.c.</p> <p>Why? Links to the topic.</p>	<p>What? Creating a camping area (with pop up tent?). Nocturnal animals. Camp fire, binoculars, torches, lots of animals to listen to. Why? Links to topic</p>	
	<p>Sand Area</p> 		<p>What? Dinosaur bones in the sand tray for children to 'dig' and 'find'.</p> <p>Why? To support building our museum and also providing a hook to excite the children - to discuss palaeontologists.</p>	<p>What? Can the children make homes for the animals in the sandpit? Have the animals in the sand pit and create homes for them.</p> <p>Why? Allows children to think about the different habitats of animals.</p>	<p>What? Different tractors, and farm equipment with some farm animals and bricks. Making a farm scene (signs of spring).</p> <p>Why? Allows children to explore the area and re-enact the process of 'farming'.</p>	

<p>Water Table</p> 		<p>What? Making water orange/red with different capacity items left in the environment. Pictures of volcanos as a hook. Why? To excite the children and link to the topic.</p>	<p>What? Swampy water for the amazon rainforest with some rainforest animals such as snakes. Why? Links to the topic.</p>	<p>What? Blue water with ice floating on the top - like icebergs. Why? To give children the opportunity to explore ice and make links with what we are discussing in class - 'global warming'</p>	<p>What? Blue water and the 'fish' for children to make an 'ocean' habitat. Why? Links to topic.</p>	<p>What? Shredded paper with different chicks/eggs with words written on for the children to read. Why? Provides opportunities to observe phonetic knowledge.</p>	<p>What? Shredded paper with eggs and bunnies hidden in. Can they count them out? Why? Links to easter theme and provides opportunities to observe counting.</p>
<p>Investigation Ideas These will be in different areas around the setting (outdoor and indoor)</p>		<p>What? Pictures of fossils with magnifying glasses and chalk for children to draw pictures of. Why? It provides the opportunity for children to investigate something they may not</p>	<p>What? Different pictures of close up animal skin - what is the animal? Magnifying glasses and different small world animals to match up. Why? Provides assessment opportunities</p>	<p>What? Animal 'tracks' footprint investigation. Can they match the tracks to the animal? Can they make their own tracks and investigate the differences between the</p>	<p>What? Instruments left out in the area with pictures of different animals - Why? To encourage children to create music like different animal noises/sounds.</p>	<p>What? Explore light and shadows. Animal shadows on pieces of paper. Can the children make them smaller or bigger? Can they trace the shadows?</p>	<p>Why? Picked flowers with magnifying glasses and paper to investigate and make observational drawings. Why? Links to the topic of searching for signs of spring</p>

			have seen before - and provides opportunities for the adults to make observations and support the use of vocabulary.	to see if children can match up correctly.	different tracks. Can they make tracks with their own feet and investigate the difference between those and the animals? Why? Notice differences and explain features e.g. three toes		Why? Investigate light and shadows	
Small World 			What? Dinosaur small world area - with grass and bricks. Why? Links to the topic		Why? Animal small world area with trees, grass, and loose parts e.t.c. Animal small world cold climate with arctic animals and polystyrene for ice caps Why? Links to the topic		What? Farm small world area Why? Links to the theme and allows the children to re-enact what they know about 'farms'	
Creative Table - The creative table will generally be left with accessible resources to			What? Making dinosaurs using junk modelling - pictures for ideas as a hook.	What? Different coloured paper for making and decorating spiral 'snakes'.	What? Making binoculars - Different resources to create our own	Junk modelling to make different animals such as elephants.	What? Feathers, pictures (for a hook) and resources to make a	What? Decorate a blank Easter egg. Use resources in the creative area such as sequins, feathers, paint

	<p>promote free choice for the children when engaging in expressive arts and design.</p>		<p>Why? Allows for observation and assessment of fine motor and EAD skills.</p>	<p>Why? Allows for observation and assessment of fine motor and EAD skills</p>	<p>binoculars for the safari look out. Why? Allows for observation and assessment of fine motor and EAD skills</p>	<p>Why? Allows for observation and assessment of fine motor and EAD skills</p>	<p>'baby owl' like in the owl babies story Why? Links to the story and theme of the week.</p>	<p>Why? Links to topic learning and themes</p>
<p>Writing Area (Mark Making)</p> 			<p>What? Dinosaur border paper and dinosaur word mat. Can children to write facts about dinosaurs for the museum Why? Provides assessment opportunity for phonetic knowledge and immersing them in the topic.</p>	<p>What? Poster resources with picture of rangtan book. -Images from the book of the posters the children made to help rangtan. Why? Provides assessment opportunity for phonetic knowledge and immersing them in the topic.</p>	<p>What? Stapled plain booklets for children to write their own books/fact files. Why? Provides assessment opportunity for phonetic knowledge and immersing them in the topic.</p>	<p>What? Blank pictures of maps with animal word mat. Children can draw on and label the different animals in their habitats. Why? Provides assessment opportunity for UTW knowledge and immersing</p>	<p>What? Pictures of the owl babies from the book with blank speech bubbles. Write captions to go with the pictures. Why? Provides assessment for phonetic knowledge. Link to topic.</p>	<p>What? Making easter cards - photos/ ideas to provide a hook. Why? Provides assessment opportunity for phonetic knowledge (adult-directed)</p>

						them in the topic.		
	Maths Area		See separate planning	See separate planning	See separate planning	See separate planning	See separate planning	See separate planning
	Outdoor (in black tough spot) 		What? Tough spot up near mud kitchen with natural resources. With pictures of carnivores in the environment? Making 'dinosaur' food? Why? Immerse children in the topic.	What? Recycling/non-recycling tough spot. Why? Provides assessment/observation opportunities on children's understanding of recycling. Promote discussion on the impact of this upon our planet	What? Natural alphabet on log slices/ letters and natural resources. Why? Gives children the opportunity to practice what they are learning in phonics/ letter recognition.	What? Small bricks with blue material to pretend it's the 'amazon rainforest' (photos of the amazon). Why? Links to the topic.	What? Transient art making hedgehogs. Why? Open-ended and provides opportunity to assess EAD and links to topic.	What? Clipboards with pens/pencils and some pictures of signs of spring as a hook. Children to search for signs of spring. Why? Links to topic.

	<p>'Hands On'</p> 		<p>What? Black paper and cotton buds to make dinosaur bone pictures to display in the museum</p> <p>Why?</p> <p>Links to topic.</p>	<p>What? Cuddly animal toys and little bits of food.</p> <p>Tweezers to put the food in bowls to feed the animals.</p> <p>Why?</p> <p>Provides opportunity to assess fine motor skills.</p>	<p>What? Playdough with googly eyes, feathers, pipe cleaners e.t.c Children to make their own playdough animals.</p> <p>Why? Open ended to give the children to experiment with their own ideas</p>	<p>What? Paint to create 'handprint animals' with pictures as a hook.</p> <p>Why?</p> <p>Linked to the topic.</p>	<p>What? Brown Playdough with googly eyes, and sticks to make our own hedgehogs.</p> <p>Why?</p> <p>Linked to the topic</p>	<p>What? Easter themed fine motor skills activity e.g. tweezers to put easter items in egg boxes with a number on them.</p> <p>Why?</p> <p>Provides opportunity to assess fine motor skills. Links to topic.</p>
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