

I will become a **confident communicator**.

Communication and Language (CL)

We will provide opportunities to practise and develop speaking and listening skills and following simple instructions.

- Games such as: Simon Says, I spy, Kim's game, duck duck goose, match the sound
- Commentate our own play with friends, making up story lines and building upon each other's
- Animal pairs

At home: Sharing and discussing the things I have done at school, using Tapestry photos, can help with my communication and language too!

I will become a **dynamic designer**, an **adventurous artist** and a **proud performer**.

Expressive Arts & Design (EAD)

Creative development allows children to express themselves and let their imagination go wild!

- Exploring paint- colour mixing and painting safari animals
- Using junk modelling materials to create zoo animals and their features
- Exploring a variety of materials and techniques to create the desired effect
- Role play games- being a zoo keeper, customer or zoo animal!

At home: Engage with me in imaginary play and follow my lead, we could draw our own favourite animals or take on a role at the zoo

I will become an **independent individual** and a **fantastic friend**.

Personal Social Emotional Development (PSED)

- I understand how it feels to belong and that we are similar and different
- I can start to recognise and manage my feelings
- I enjoy working with others to make school a good place to be
- I understand why it is good to be kind and use gentle hands
- I am starting to understand children's rights and this means we should all be allowed to learn and play
- I am learning what being responsible means

At home: Play a turn taking game with me!



I will become an **agile athlete** and a **talented tool operator**.

Physical Development (PD)

This takes place within the learning environment as well as through **PE, parachute and yoga** lessons.

- I will be using tools, like scissors and tweezers, safely
- I will be using a range of small and large movements- pretending to be different animals, large and small
- With help I will start to cut my own, soft, food using a knife and fork

At home: Encourage me to cut my own food up too!

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I will become a **brilliant bookworm** and a **wow writer**.

Literacy (L)

- I will be learning different sounds that letters make (phonics)
- I will be playing lots of 'Fred Talk' games, learning to orally blend sounds together to make words

At home: Help me by practising my phonics sounds and Fred talk games, use phonic videos shared on Tapestry.

- I will be learning to recognise and write my name
- I will be mark making using a range of resources e.g. chalk, paint, pens, mud, rice and beginning to think about writing initial sounds for words

I will become an **exceptional explorer** and a **compassionate citizen**.

Understanding the World (U+W)

- Explore games on the computer, such as 'Simple City'
- Use the interactive whiteboard to draw pictures, such as zoo animals
- Learn about certain zoo animals, what the mummy, daddy and baby animals are called
- Look at and talk about safari maps
- Looking at animal patterns and matching

At home: research my favourite animal and learn a new fact

I will become a **master of maths**.

Mathematics (M)

- Look at and talk about different shaped and sized boxes and explore fitting different toy animals inside.
- Size ordering of animals in the story and other zoo animals.
- Counting Games
- Subitising skills- recognising small amounts without needing to count

At home: Have a large group of pasta/Lego/marbles etc. give me a number to count out. Do I remember to stop counting at the number given?



Dear Zoo

Cook Class Autumn 1



At the beginning of each unit/topic we send home a 'word list' to help develop children's communication skills. Most important is that they use them orally and within sentences when talking about zoos and animals, but there may be some simple words that they will start to read or even write. After initially settling in and getting used to routines etc. we will be using lots of the vocabulary throughout our first half term and it would be beneficial if you could be talking about and use them at home too.

Anchor Words	Goldilocks Words	Step On Words
-Children have a thorough understanding of these words. -Everyday language used at home and school in daily interactions. -Children will have become familiar with these words through prior teaching and exposure.	-These are really useful words. -Likely to be encountered again in reading or oral language. -Words that are topic specific but important to the topic.	-Words that are particularly topic specific and less likely to encounter in daily interactions. - Advanced vocabulary they are likely to encounter again later on in education.

Anchor Words	Goldilocks Words	Step On Words
-zoo -animal -pet -big  -tall  -grumpy -scary -naughty -jumpy -small  -elephant  -giraffe  -lion  -camel  -snake  -monkey  -frog  -puppy 	-perfect -dangerous -roar -loud  -quiet -moves -walks -stomps -wrote  -write -letter  -post  -stamp  -heavy  -light -huge  -bumpy 	-author -gigantic -rough -fierce -travel -humps  -slither  -measure  -weight  -height 

