

Week 1 20.2.17 4 days Lit – Children predict who or what is taking the mangos. Features of changed owl. What can she do now with big eyes, ears and head that turns around.

### Maths

Owl hunt. Where are the owls positioned in the class? <http://www.iboard.co.uk/iwb/Position-Them-The-Tree-674> position animals in the tree. Draw owl in own position on tree and describe or pattern

### Session 1

Handprint group picture of owl looking at images and patterns of real owls.

BLP – working together as a group to make a picture

### Session 2

African tribal masks.

SMSC – Cultural differences between us and others

### Session 3

Torn paper owl. Chn make own owl making colour choices and mixing media  
BLP – planning and making



decisions .

### Session 4

Mini beast hunting.

Finding some of our smallest creatures.  
SMSC – looking after our own world.

EYFS Book		Why Tickbird sits on Hippos Back		Week 27.2.17	
Monday	Tuesday	Wednesday	Thursday	Friday	
Literacy	Maths	Literacy	Maths	Literacy	
L.O. To describe a setting  The animals have never been to the beach before, what might they see and what will it be like?	L.O – order by capacity  Chn order cups by the amount of water in them from the watering hole.	L.O – to predict the end of a story.  Which animal will win the drinking competition and why.	L.O. Uses everyday language to talk about capacity and compare quantities Big Solve: Capacity challenge - How many different cups/pipettes/ cylinders did it take to fill it up? What have you found out?	L.O – To write my own idea for a prize for the winning animal.  Chn come up with own idea for a prize for the winning animal.	
Afternoon 1:15-3:15	Afternoon 1:15-3:15	Afternoon 1:15-3:15	Afternoon 1:15-3:15	Afternoon 1:15-3:15	
UTW L.O. Predict what will happen over time Look at the globe and notice how much water is in the world. What would happen if tick bird and hippo drunk all the water? Predict what it going to happen to our cut flower if given water and if not given water.	EAD  L.O. Manipulates materials to achieve a planned effect.  Clay hippo from the water challenge scene	UTW  L.O. Develop an understanding of growth, decay and changes over time.  Discussing our findings from Monday’s session	EAD  L.O. Choose particular colours for a purpose  Paint our animals with African patterns	PSHE  L.O. To discuss our favourite books  Share favourite books during circle time and discuss  (Bob Bailey Visit)	
Willow class		Why Elephant has a Trunk			
Read the story and discuss How elephant’s trunk got long. Sort crocodiles by size	Discuss why elephant was smelly. Sort and talk about pictures about being healthy.	Put dolls in the water tray to bath them. Discuss keeping clean	Children to draw their favourite part of the story.	Children to draw their favourite characters from the Tinga Tales.	

Week 3 6.3.17 whole school writing

Lit Why Porcupine has quills – Porcupine used to have a soft coat but Jackal stole it and she got bitten by ants! She dives into the quill hedge and gets them stuck but now no one will touch her sensitive skin!

1. Describe your coat or your dream coat!
2. (Whole school writing) Using screen shot picture clues, retell the story e.g. She has a soft coat. Jackal steals her coat. She goes into the bush. Now she has spikes. BLP RESOURCEFULNESS – WORKING INDEPENDANTLY, USING PHONIC KNOWLEDGE

## Maths

1. Short session - Choose a number card and stick that many spikes onto a playdough porcupines (number recognition/counting) 2. Estimating spikes on playdough porcupines (porcupines already spiked) 3. (next session) Count the spikes to check if your estimates in last session were close. BLP – RESILIENCE – Counting

### Session 1 UTW

Go outside and collect leaves and twigs to put in a wine box to make a hedgehog habitat – check every day to see if food is eaten

<https://www.youtube.com/watch?v=ZMVWPvhFrpw>

SMSC Spiritual – environment

### Session 2 UTW

Have a feely bag of different textures – smooth foil, rough sandpaper, soft felt, bumpy bead, spiky fork and children to choose word cards to describe the textures  
SMSC – Social – listening

### Session 3 EAD

Fork paint porcupine art SMSC – Cultural – art differences



### Session 4 EAD

Collect leaves to make leaf porcupines



Scissor practise porcupines  
Playdough with twigs or pasta or cocktail sticks

Week 4 13.3.17 Why Flamingo stands on 1 leg

Lit: Session 1: Flamingos are strangers – discuss stranger danger & write about what a stranger is & why we must not talk to strangers (SMSC – cultural)

Session 2: How could they welcome the flamingos? How could we welcome someone to our class? (make welcome posters) SMSC (social – relationships)

Maths: session 1 – sharing (as the crabs & flamingos have to share the waterhole. Can we share? Let's share out the shrimps for the flamingos)

Session 2 – Sharing – extended (sharing with remainders) What does this tell us. Sharing crabs

Short session: positional language (the crabs & flamingo's keep changing position) Where is the flamingo now? Ch'n go on a flamingo/crab hunt & describe the position BLP – resourcefulness & resilience

### Session 1 UTW

Watch Flamingos – animals for children on U-Tube. Discuss further why Flamingos are pink (diet) Then do Carnation experiment to show how the water the flower uses turns the leaves a different clr!

SMSC – awe and wonder

### Session 2 UTW

What have we learnt about African animals so far? Children to make a class fact book about the different animals (either choose 1 animal & all do /chose own animals)

BLP – using prior knowledge & making

### Session 3 EAD

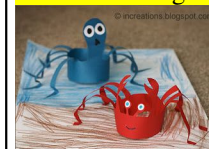
Making a handprint/feather flamingo



BLP – making links

### Session 4 EAD

Making a eggbox/paperchain concertina crab or paper plate crab  
BLP – Planning & making



Large class flamingo, using children's handprints as feathers!

Outdoor learning – making crabs – out of sticks/making stick flamingos and adding feathers / paper – test flying?

Week 5 20.3.17 mother's day 26<sup>th</sup> (rainbow themed card)

Lit: Writing a diary entry – how is Noah feeling finding out he has this important job to do? Sequencing story before knowing the end and making a prediction – how will they know it is safe to come out?

Maths: Counting in 2's – pairing animals to go into the ark (arrays)

Solving problems – There are 12 legs on the ark... what animals could be on there?

BLP – Resilience and Resourcefulness

### Session 1

#### EAD

I hear thunder – what other weather types might you see/hear? Explore different sounds of instruments to represent and play to the rhythm

SMSC – How is this music /weather making us feel?

### Session 2

#### EAD

Rainbow art – shaving foam



SMSC – What is wonderful in God's world?

### Session 3

#### UTW

What is waterproof?  
Conduct experiment -  
What would be suitable for Noah to wear?

BLP – Using previous knowledge and being resourceful

### Session 4

#### UTW -Rainbow paper



SMSC – awe and wonder

Outdoors - Rainbow ramble – what can we find to add to our rainbow?

UTW - Role play being a weather presenter  
What floats and sinks?  
Conduct experiment

Week 6 27.3.17 4 ½ days

Easter week

SMSC – Easter story / cards

BLP Reflectiveness

Lit read Easter story talk about the resurrection and draw and write about new life i.e. chicks, bunnies, make an Easter card

Maths Use eggs for subtraction, mini eggs if you eat one how many left.

SMSC – eat them fairly

BLP – Resourcefulness

### Session 1

Make Easter nests, crispy choc cakes.



SMSC – cultural activity  
BLP - Reciprocity

### Session 2

Easter egg hunt

SMSC – sharing/ turn taking  
BLP Resilience

### Session 3

Decorate Easter eggs



SMSC – new life, British culture  
BLP - Resourcefulness