














## Weekly Provision Focus/Enhancements: Animal Safari

Weekly Provision Focus/Enhancements:	Subject vocabulary			
<b>Important notes:</b> TW and EB in Leeds on Tuesday. Mrs Jones observing TW music lesson (Come to the Serengeti). <b>KEY knowledge:</b> <ul style="list-style-type: none"> <li>Carnivores are animals that eat other animals, herbivores are animals that eat plants, omnivores are animals that eat plants and other animals.</li> <li>Mammals are animals that breathe air, have warm blood and give birth to live babies. Reptiles are animals that breathe air, have dry, scaly skin and lay eggs. Birds are animals that breathe air, have beaks and feathers and lay eggs.</li> <li>Bird eggs have hard, chalky shells. Reptile eggs have soft, leathery shells.</li> <li>Animals build a home to provide shelter from the elements and other animals.</li> </ul>	Project	Maths	HFW	Other
	reptile bird eggs scaly mammal bird fur feathers beak claws teeth carnivore meat herbivore plant omnivore	numeral eleven twelve thirteen...etc full tens frame tens ones	come some do	Algorithm command order run  Lyrics

Pop Ups! (Objective led)					
AOL: Understanding the World Where are they now?	Next Step	AOL: Expressive Arts and Design Where are they now?	Next Step	AOL: Understanding the World Where are they now?	Next Step
The children know that food sources come from plants or animals (Ready, Steady, Grow).  Those with an interest in dinosaurs use the terms carnivore and herbivore.  Some will not appreciate that birds can be carnivores and most reptiles are carnivores.	Ask the question 'Where do animals get their food?' Provide time for the children to share their ideas and ask questions. Introduce the children to vocabulary including carnivore, herbivore, omnivore, plants and meat, and explain that carnivores hunt and eat other animals for food in the animal world. Display the Carnivores and herbivores picture cards and two labelled hoops. Invite the children to sort the cards into the correct hoops and explain their reasoning. Compare the animals in the two hoops to see whether they have similar features in common.	Children have explored repeating patterns in maths and music.  They have created patterns using vegetables and paint in our Ready, Steady Grow project.  Some pupils may find it difficult knowing which animals are covered in fur, scales or feathers.	Display the <a href="#">Amazing animals picture cards</a> and invite the children to sort them into groups based on their features. Provide time for them to discuss their ideas and explain their reasoning. Introduce the children to the vocabulary 'reptile', 'mammal' and 'bird'. You could use the 'What am I?' page in <i>A First Book of Animals</i> by Nicola Davies to explore the vocabulary further. Revisit how the children have sorted the animals. Provide three labelled hoops and work together to sort the picture cards into reptiles, mammals and birds.	The children have incorporated directional language into their play.  Some children used crates as a course to 'program' their friends to complete a task (pick up bags).  Some children have used 2Go to give simple instructions, learn directions and explore simple logo.	<b>Computing</b> In this activity children follow instructions (an algorithm) for a simple set of movements or dance routine.  They then adapt and change this to make their own routine and test to see if it works. Traditional songs such as 'Heads, shoulders, knees and toes', using different musical instruments to signify certain moves, or using pictures to indicate certain moves, all provide algorithms (sets of instructions or rules), to create a routine of movements.

Provision Enhancements/Mini Me Missions			
Literacy – Mark Making	UTW	PD (Gross/Fine)	EAD
 <p><b>Yoshi eggs</b> – Make posters about protecting and caring for the Yoshi eggs.</p>  <p><b>Bowser Message</b> – Bowser has stolen the Yoshi eggs. He wants to use them for throwing at enemies such as Mario and his brother. Need to find where Bowser has hidden them before he uses them as weapons.</p>	<p><b>Big Book of Beasts</b> –</p> <p>Display the <a href="#">Eggs picture cards</a> and discuss animals that lay eggs. Are they surprised that any of the animals lay eggs? Watch the <a href="#">Hatched video</a> together to learn more about reptiles that hatch from eggs. Provide time for the children to comment on what they have seen and ask questions to find out more.</p>	 <p>Provide star stickers, tissue paper, card to design own rosettes.</p>	 <p>Animal prints – provide prints (paper and material based) for the children to explore. Can you guess which animal the patterns belong to?</p> <p>Can you use crayons/oil pastels to make your own animal prints?</p>

<p><b>Maths</b></p> <p><b>Maths Area</b></p> <p>Provide a set of birthday cards for different ages. Ask the children to peg the cards onto a washing line in ascending and descending order. Ask them to close their eyes whilst you make one change. Can they spot what is wrong?</p>  <p><b>Enhancement areas</b></p>	<p><b>Maths</b></p>  <p><b>Snakes and Ladders</b></p> <p>Show the children how to play the game. Encourage them to count on using the numbers on the board. For example, if they start on 23 and roll a 4, they count 24, 25, 26, 27. They can also use the board to race to find a given number. E.g. Who can be first to find 72?</p> 	<p><b>Role Play/Small World</b></p> <p>Provide small world wild animals, wooden blocks, a large roll of paper and felt tip pens for the children to create animal parks. They could build houses out of wooden blocks or draw maps and pens for the animals.</p> <p>Practical resources</p> <ul style="list-style-type: none"> <li>• Small world animals</li> <li>• Wooden blocks</li> <li>• Rolls of paper</li> <li>• Felt tip pens</li> </ul> 	<p><b>Direct Child Support</b></p> <p>JF – Looking after Sooty – try checking if mum can send in a photo of Sooty.  WJC – ai ee igh oa  LH – ai ee igh oa  JS, JC – fine motor skills – chinks, brushes, scissors</p>
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Provision Enhancements <b>OUTDOORS</b>			
<p><b>EAD</b></p> <p>Come to the Serengeti  Accompany your singing by playing a guiro or other 'scraper' percussion instrument (or create a similar sound effect by running a stick along a ridged plastic bottle).</p>  <p><b>Water:</b> Help children to create an African watering hole. Cover the bottom of the water tray with a small amount of water, add soil mixed with cornflour and encourage children to explore the mud with large twigs. They could add animals, pebbles, rocks and leaves, too.</p>	<p><b>Literacy – Dear Zoo</b></p> <p><u>Can you build a nest/habitat for the Yoshi eggs?</u></p> <p>What will the Yoshi eggs need so they hatch? How long will they take to hatch?</p> 	<p><b>PD/ Understanding the World</b></p> <p><u>Unplugged algorithms</u></p> <p>Use chalk to create a grid 8 x 8. Children instruct each other to move around the grid collecting Yoshi eggs.</p> 	<p><b>EAD/ Role Play</b></p> <p><u>Can you use the shadows of the small world animals to draw around an animals shadow?</u></p> <p>Put a length of paper in a sunny spot outside. Add small world animals and provide felt tip pens for the children to draw around the animal shadows. Does the size of the shadow change throughout the day?</p> <p>Practical resources</p> <ul style="list-style-type: none"> <li>• Roll of paper</li> <li>• Small world animals</li> <li>• Felt tip pens</li> </ul>