

## Communication - Language & Literacy

### Talking and Listening

**Attention and Listening** - listening to a wide range of stories, songs and music. Following instructions, recall sequence and detail.

**Phonological Awareness** - responding to a steady beat. Identifying and generating rhymes. Use animal names. Identify syllables (monk/ey, tig/er, zeb/ra).

Identify and manipulate phonemes: sh/th/ch/ck/ss//ll/ng. Word building activities.

**Social Use of Language** - observe modelled behaviours, talk with adults and other pupils, work in different groupings, adopt and assume a role relevant to context (the Vets)..

**Listening and Talking** - talk about personal experiences, share thoughts, feelings and ideas with audiences, sequence, predict, explain. Ask and answer questions.

**Extend Vocabulary** - develop language associated with animals. Focused experiences to introduce and generate vocabulary.

An immersion in the language of books, both Fiction/Non- Fiction (animals/pets)

### Reading

Fred, Two Little Goldfish, I love Animals, Goldfish, A Pet's Life/Cats NF, FOL - Moving House Big Book 1A, PPT - Rachael Mitchell. Discuss and sequence stories in detail, using appropriate language. Select and use books for specific purposes.

Listen to a range of stories/poems and non fiction texts read to them by adults. Develop auditory discrimination and memory. Read high frequency words with increased accuracy and speed (relevant to ability).

**Writing-Have a Go!** Talk about their ideas represented in drawings. Share writing with others. Observe the teacher **modelling** writing strategies. Write in a range of genre with teacher guidance: a **list** -what cat/dog needs; a **non-chronological report** (facts), about a pet (use writing frames to support children's writing). Use word banks/topic grids and word walls to write high frequency words or new thematic words. Begin to use capital letters for **names** (of pets) and develop the use of the capital letter at the start of a sentence. Match lower and upper case letters. Know **plural s**. Grammatical agreement: is/are, was/were.

Understand that writing is a means of communication and can be used for different purposes. (For example, teacher wants to buy a pet dog, what will she need? why?)

Show increased control over formation of lower and upper case letter, size and spacing.

**Using Mathematics Number** - counting and number recognition. Rote count to 150. Consolidation of numbers within 20/30/50 (number sequences, number before/after/in between). Count in steps of two to 20/30. Count in tens to 100. Know doubles up to double 10. Recognise £1, 50p, 20p, 10p, 5p, 2p, 1p, coins. Find coins to buy items within 10p/20p. Use the strategy, '**draw a picture**' to solve a problem. Mentally add 0, 1 and 2 to numbers within 30. Addition within 15-20.

**Patterns and Relationships** - understand the concept of addition by combining sets of objects to find 'how many'. Compare sets by counting objects, to understand the term **more than/less than/the same**. Add two numbers using the **number line**, counting on from the biggest number. Copy, continue and create a more difficult pattern.

**Sorting-** Sorting pets/not pets, zoo animals/not zoo animals. **Sort** for 1 criterion, using three property collections, (sort dogs, big/small, black/not black, and spotty/not spotty). Talk about the arrangement. Sort fish for 2 criteria; big, stripy fish/small spotty fish.

**Measures** - talk about significant times on the clock face (2 o'clock - home time, 12 o'clock lunch time, 7 o'clock bed times). Write digital time for o'clock. Know one/two hours later/earlier.

**Processes** - Can explain what he/she has done, can respond to open ended questions.

**Data Handling-** can make and can interpret simple graphs on favourite pets.

### Using ICT:

**Explore** - Pupils will be able to access and manage data and information,

**Express** - learn to use a programmable device (Beebot).

## Physical Development & Movement

Gymnastics - pupils will experiment with different ways of moving and exploring general space. Pupils will learn to move their body to explore how animals move. Pupils will learn to explore, create, practise and improve body management skills (how we travel, balance and climb).

Pupils will use a range of movement vocabulary to discuss actions.

Observe, describe what others have done.

## Thinking Skills & Personal Capabilities

Be curious and ask questions about the world around them, using all the senses to explore and respond to stimuli. (BC)

Experiment with ideas through writing, drawing, mark making and model making. (BC)

Learn to work and play cooperatively. (WO)

Be able to learn from demonstration and modelling. (SM)

Talk about they are doing and what they have learnt. (SM)

Sort and put objects into groups. (TPD)

Ask and respond to questions to clarify the task. (MI)

Make suggestions when planning what to do. (BC)

**Topic: Living Things (Pets)**  
**Date: Nov/Dec**  
**Primary Two**

## The Arts:

### Music

Sing and perform with simple instruments.

Listen to and respond to their own and others' music -making.

Work creatively with sound. Explore vocal sounds by imitating animal noises using voice.

Explore methods of making sounds to imitate animal movements, tapping, scraping, stamping, and shaking. Talk about the sounds they make and hear, using appropriate language (high/low, long/short, and fast/slow).

Listen to, join in and remember a range of songs, rhymes. Sing in a range of formal and informal situations throughout the day.

**Art** Investigate and talk about colours/ lines/shapes/textures and patterns - (animals/camouflage/animal skin and textures).

Explore and use a wide range of materials (dough/textured dough, clay, wax crayons, paint, plasticine, pencils, oil pastels, markers), and processes - drawing, painting( with brushes and sponge rollers), sponge printing, monoprinting, tracing, stencilling, cutting with scissors/dough cutters, creating collages (animal theme). Select the necessary resources.

Technology - plan and make an animal mask/puppet.

Junk modelling/construction - (animal theme).

Observe and respond to things seen and handled.

Talk about their own and other pupils work and how the work was made through gallery sessions.

**Drama** Express their thoughts, ideas and feelings, for example, use animal puppets, soft toys, and role play with animal masks.

Develop their creativity through imaginative play; enter into an imaginary animal kingdom.

Engage in dramatic play to extend learning, Assume the role of the vet/veterinary assistant/animal owner. See the teacher in role as the vet/pet owner.

Take part in a range of drama games and activities/ hot seating (animal characters from stories; Freeze frames - **freeze** a moment of action as it is happening (scenarios from role play/from animal stories).

## PDMU

Explore their responsibilities towards animals and keeping them as pets. Develop a sense of responsibility of care (looking after pets at home). Develop the attitude of respect for animals /pets. Reflect on how we treat animals.

## The World Around Us

Pupils will learn to explore and make sense of the world around them:

What else is living? (I) What is a pet?

How do living things survive? (I) Where do pets live?

How do things move? (M&E)

Why do animals move? (M&E)

Recognise that there is a wide variety of animals, and know about animals and their young (P, I).

Respect and care for the animals in the world in which we live (I, P).

Recognise the sounds that animals make, and understand that animals hear sounds with their ears (P, M & E)

**Investigate** - Clean the coppers. Predict and discover - Santa's Magic Milk, Magnetic Christmas Bottle.

**Technology** - make a Santa with moveable body parts - use paper fasteners to allow parts to move. Pop up Christmas card/card with moveable parts.