

Year group: Nursery

Term: Spring 1

Project title: Animal Adventures

Project and Exhibition: Dog Show

Project synopsis:

The children will be focussing on a power of reading text that looks at caring for a pet dog. Using the text as a base the children will learn about how to care for dogs and other pets. We will also be learning how dogs help us.

Communicating learning:

The children will hold a topic themed engagement day (creative workshops) that parents will be invited to.

Learning will be evidenced in floor books.

Project outcomes:

The book is a touching and memorable read and children will enjoy sharing the book and talking about the story together, exploring the emotions of the dog settling in its new home and connecting this with their own emotions.

Curriculum opportunities:

Personal, Social and Emotional Development (30-50 months)

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Using hospital, vets and dog groomers and small world.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

Communication and Language (30-50 months). Using topic books, stories, role play and small world.

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Beginning to understand 'why' and 'how' questions.
- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them and/or relevant to this topic.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

Physical Development (30-50 months)

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (dog agility)
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Can copy some letters, e.g. letters from their name.
- Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.

Reading

Share, read independently a range of fictional and non-fiction texts linked to the topic, showing the Early Years reading behaviours (understanding print).

Writing, Creative (30-50 months)

Explore the illustrations of Salvatore Rubbino. Look at his use of paint to create different effects to show the characteristics of each dog, particularly on the endpapers. Look at the different brush strokes made and allow children to explore making these themselves. Drier paint makes the brush strokes more pronounced. Allow them to explore and experiment with watercolours to paint their own dogs using photos and videos as a reference point. Paint alongside the children talking about shapes, patterns and effects that you are creating and reinforcing the names of the physical features of the dog. Use mark making as a means of communicating understanding, labels, captions, text to art work.

Maths: (30-50 months)

- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Making kennels and agility circuits.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Understanding the World

Encourage children to talk about their own experiences with dogs and other pets. What do these animals have in common with each other? What do they have in common with us as humans? Explore things that we all need to stay alive, comfortable and healthy.

Share own experiences of visiting the Doctors and Dentist. We will look at dogs being weighed, having teeth checked, having injections.

Engagement Activity:

A visit from the PDSA.
Visits from staff pet dogs.
Working towards earning our PDSA Get Pet Wise award.
Visit from a Dog Trainer.

Key Vocab:

Welfare, care, needs, pet, owner, healthy, exercise, agility, food, water, hygiene, fitness, instructions, rewards, ability, agile.

How you can help:

Explore the different breeds of dogs, how many can you name?
Visit a friend or family member who has a dog and ask them how they care for them.
Watch a dog agility show, like crufts on you tube.