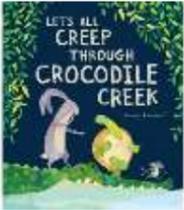
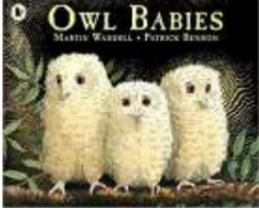
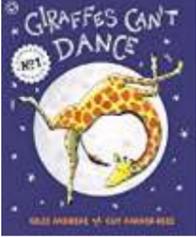
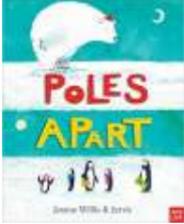


Spring 1 – Animal Explorers!

<p>Let's All Creep Through Crocodile Creek, by Jonny Lambert</p> 	<p>The Gruffalo, by Julia Donaldson</p> 	<p>We're Going on a Bear Hunt, by Michael Rosen and Helen Oxenbury</p> 	<p>Owl Babies by Martin Waddell</p> 	<p>Giraffes Can't Dance by Giles Andreae</p> 	<p>Poles Apart by Jeanne Willis</p> 	<p>Commotion in the Ocean by Giles Andreae</p> 
<p>The characters in this story go on an adventure through Crocodile Creek but they feel nervous about who or what they might meet!</p> <p>We will be looking at the 'Crocodile Creek' as a habitat where animals live. We will explore other habitats around the world, thinking about the creatures that live there and use our senses to describe them.</p> <p>We will be creating our own obstacle course through the Crocodile Creek, moving large equipment safely and developing our skills of coordination and balance as we move through the creek.</p> <p>Crocodiles have lots of sharp teeth! We will be thinking about our own teeth this week and learning about how important it is for us to look after them.</p> <p>The animals in the story feel nervous about meeting a crocodile, we will explore the idea of feeling scared – are children scared of anything? Why? How does it make us feel? What</p>	<p>"Oh help, oh no, it's the Gruffalo!"</p> <p>We will be creating our own terrible creatures using a range of different materials.</p> <p>We will be thinking about the journey that the mouse went on through the deep, dark wood and then relating that to journeys that we make, like our journey from home to school. We will think about what we see on our journey and how we can stay safe.</p> <p>The snake in the story lives in a logpile house, we will be using our knowledge of 3D shapes to create homes for different creatures, thinking about which shapes will build the strongest structures.</p> <p>The mouse's tummy starts to rumble, he tells the Gruffalo that his favourite food is 'Gruffalo crumble'. We will be making our own Gruffalo crumble, following simple instructions.</p>	<p>We'll be going on our own bear hunt! We will be using lots of language from the story to describe the different settings as we venture through the grass, mud, river, snow, forest and cave.</p> <p>We will become explorers with binoculars and magnifying glasses, exploring our school grounds. We will be using our senses to describe our environment, thinking about the creatures that live there.</p> <p>We will be exploring non-fiction texts to find out about different species of bears around the world.</p> <p>There are lots of different sounds in this book, the grass goes 'swishy swashy' and the mud goes 'squelch, squerch.' We will be using musical instruments to recreate the sounds from the story, thinking about how we can play the different instruments to achieve the desired sounds.</p>	<p>This is the story of 3 owlets who learn to be brave waiting for their mother as she goes out into the night.</p> <p>We will be learning about animals and their young.</p> <p>Owls are nocturnal which means that they come out at night, we will be learning about other nocturnal animals and what they get up to while we are sleeping!</p> <p>We will be thinking about creatures that fly, thinking about how they fly, where they fly to and where they live.</p> <p>We have lots of birds living in and around our school grounds. We will go outside and see if we can see or hear any birds or spot any signs that they are near. We can encourage birds into our local area by providing them with food. We will think about what birds like to eat and make special bird feeders to attract them.</p>	<p>Gerald the Giraffe lives in Africa with lots of other interesting animals. We will find out more about what it is like in parts of Africa and comparing it to where we live.</p> <p>We will look more closely at the types of animals that live in Africa and compare these to animals we would find in the United Kingdom. We will think about our own experiences of seeing some of these animals at the zoo or farm.</p> <p>Once we know more about Africa, we will have a go at creating a habitat for some of the African animals from the story choosing from a range of materials.</p> <p>Poor Gerald the Giraffe feels embarrassed when he can't dance like the other animals. That is, until he finds music that he loves. We will listen to some African music and create our own dances, moving to the rhythm of the music.</p>	<p>The Pilchard-Brown family of penguins decide to go for a picnic but Mr. Pilchard-Brown's map reading causes them to end up in a place far from home! We will explore where penguins come from using a globe to find the polar regions of the world.</p> <p>Penguins come from the South Pole, it is very cold and icy there. We will explore ice and melting, experimenting with different ways to make ice melt.</p> <p>Penguins are interesting creatures, they are birds but they don't fly! We will be using non-fiction texts to find out all about penguins.</p> <p>The Pilchard-Browns visited Mr. White, a polar bear in the North Pole. We will think about what makes polar bears suited to living in the North Pole. We will learn about how some animals use camouflage to blend in with their surroundings to help them to hunt and hide.</p>	<p>There are lots of amazing creatures that live under the sea! We will put on our snorkels and go exploring! We will think about the many colours and patterns beneath the sea.</p> <p>If we go out into the sea, we will need a boat. What makes a good boat? We will investigate floating and sinking, looking at which materials float and sink and the reasons for this.</p> <p>We will use our new knowledge of floating and sinking to create our own boats and test them in our very own boat race!</p> <p>Commotion in the Ocean is a rhyming book, we will explore what it means for words to rhyme and see if we can find rhyming words from the book. When we read rhyming books, we read with a different rhythm than we read non-rhyming books. We will practise learning and performing parts of the book and think about how we can use movement and music to</p>

happens to our bodies when we are scared?

represent the animals that we describe.