


## Hazelbury Learning Quest

# The Future is Us

Reception	Where do animals come from?
	<p><b>Intent</b> During this topic children will begin to develop their geographical awareness and will relate this to animals and where in the world they can be found. Children will be able to talk confidently about different habitats and animals that can be found there.</p> <p><b>Implementation</b> Children will use maps and globes to gain an understanding of the world that we live in. They will build on their prior knowledge of animals by exploring the continents and countries that they come from originally. They will continue to develop their oracy skills through discussions about different habitats and begin to consider why they might be suited to them.</p> <p><b>Impact</b> Children will be aware that the world is made up of oceans and continents. They will know that these continents are home for different animals as they have different habitats there. They will develop their sense of responsibility as they understand the impact their actions can have upon animals and their natural habitats.</p>
<p><b>Hazelbury Value – Success</b> This value will be represented through stories, assemblies and circle time discussions through the half term. The children will learn what success means and how this can be shown in the classroom and the outdoor area.</p> <p><b>Citizenship Focus (PSED)</b> <b>Managing Self</b> - Children will continue to develop their understanding of rules and knowing right from wrong. They will then be able to apply this to rules that keep animals safe.</p> <p><b>UNCRC Article: Article 29 – Aims of Education</b> - Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.</p>	

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**UNCRC Article: Article 13 – Freedom of Expression** - Children will have the opportunity to share their opinions on keeping animals in captivity and whether they think this is right or wrong. They will develop an understanding that different opinions should be listened to and respected even when they differ from their own.

**British Values – Respect** – The children will learn about the ways they can show respect for living things and the actions that they can take to ensure that animals habitats are respected and protected.

### Engage, Enrich, Experience

Children will visit the zoo where they have first-hand experiences with animals from different habitats. This will be used to inspire the children's writing.

### Communication and Language & Literacy

- Engage in story times and listen to and talk about stories to build familiarity and understanding – *The Earth Books, This Moose belongs to Me, Slowly slowly slowly said the Sloth, Lost and Found, How the Camel got his hump, All the animals were sleeping*

**Speaking** – Pupils will develop their spoken language and oracy skills through one-to-one, small group and whole class discussions about animals and their differing habitats

**Writing** – Pupils will apply their phonic knowledge to write short sentences.

**Curriculum Areas covered:** Understanding the World, Personal, Social and Emotional Development and Expressive Art and Design

### Early Years Curriculum and School Curriculum

Understanding the World	Personal, Social and Emotional Development	Expressive Art and Design
<ul style="list-style-type: none"> <li>Draw information from a simple map</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> <li>Recognise some environments that are different from the one in which they live</li> <li>Explore the natural world around them, making observations and drawing pictures of animals</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others</li> <li>Think about the perspective of others</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Explore and engage in music making</li> </ul>