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| **Key Texts for our library**Harry and the Bucketful of Dinosaurs collectionTyrannosaurs DripStomp, chomp, big roars here come the dinosaursDinosaur Roar!Mary Anning- Little PeoplePoems about dinosaursSpring Poetry | **Enquiry Question**Who made these footprints?Possible lines of enquiryHow big is a dinosaur footprint? (UW/Maths- Science)When were the dinosaurs alive? (UW- History)Who discovered the dinosaurs? (UW- History)How do we find out about dinosaurs? (UW- History)What did the dinosaurs look like? (UW- Science)What did dinosaurs eat? (UW- Science)  | **Discover** **Term 4 – Spring 2, 2024****YEAR GROUP – Reception – Acorn Class**The Prime AreasDuring their enquiries children will have lots of opportunity to ask questions, seek answers and develop their scientific vocabulary.The scientific investigations that can be interwoven give opportunities for team work and sharing ideas. Fine motor skills can be encouraged through investigation.  |
|  **Golden Threads of our school - Community** **Core Values of our school - Courage, Friendship, Respect and Trust Love of Learning for Life - I came to give life — life in all its fullness. John 10:10** |
| **Literacy**Focus Text-Harry and the Bucketful of DinosaursWriting non-fiction captions and labelsRetrieve information from what is read to themWrite descriptive sentencesUse and develop prediction skills Sequence into a simple storyPhase Three Phonics Fossil log (fossil role play)Dinosaur fact cards – top trumpsSuper sentence writeFriendly finger spacesResponding to poetry- Dinosaurs, SpringLabelling maps, dinosaurs, habitatsNon fiction books – our world, habitats.World map/globe – countries, continents.HandwiritingStory of the week.Labels in the environment to read/write/createIndividual readers and group readersRhyme time and storytime Listening Station | **White Rose Maths** Building 9 & 10 Counting to 9 & 10Comparing numbers to 10Bonds to 103-D shapesSpatial awarenessPatternsFocus Days of the week, months, seasons, counting larger numbersTally chartsOutside temperature and rainfall gauge | **UTW** Watch videos and read books about when dinosaurs lived- role play. Encourage exploration around these themes. Explore dinosaur footprints. Who has made these footprints? How big was the animal? How do you know?Discuss similarities and differences between dinosaursSigns of Spring – exploring changes and noting what is changing in our environment. Find out about Mary Anning- who she was and what she did Look at pictures that show what it was like in the time of the dinosaurs- are these real pictures or what we THINK it may have looked like? Would any people be there to take pictures?I know that some animals eat different food I know that different animals eat different foods- natural processes I understand some processes in the natural world- food chain (basic)I can start to explore the natural world around me I can start to explore the natural world around me using my senses I can explore the natural world drawing on what I know and storiesI know that some people in the past did important jobs that we still hear aboutI am able to name some characters from the past linked to things I have read/heard I understand about the past and can name some characters from the past and what they didForest school every Friday |
| **Intent** | **Implementation** | **Sequencing**  |
| **Key concepts to understand**I can develop and use a broad vocabularyI can express myself using talk- responding and asking questionsI can talk about the past using books and stories talking about the characters, settings and eventsI can talk about what I have heard and seen in stories and picture books and how this is different/ the sameI can talk about what I can see in pictures of the pastI can identify a range of feelings and emotionsI can respond to my own and others emotions appropriatelyI can use one handed tools and equipmentI can develop and use fine motor skillsI can describe and make observations of my natural environmentI can start to understand what animals eatI can use images and stories to find out about the pastI can create my own music to a stimulusI can perform my own music and move in timeI can join materials together in different waysI can create and adapt my own designs | **KEY VOCABULARY**DinosaursPastDino namesCarnivoreHerbivoreExplorersFossilsBonesPastResearchGeographerExplorerMaterials | **PSED**Learning routines and rules, expected behaviour.Role play area – excavation site. Archaeological digSmall world dinosaursChoosing my own resourcesFinding my own ways of doing thingsHaving my own ideasCelebrating different occasions. Shrove TuesdayThe Very Frightened Dinosaur: discuss feelings of fear and support children to build their own self esteem.Think of independence and resilience. Identify some of the feelings in the story.Exploring feelings using the medium of dinosaursProvide mirrors for children to explore facial expressions linked to their own feelingsShow and tell – listening to others. Asking questions and sharing different viewpointsReading books with my buddyPlaytime with buddiesWhat does my body need to be healthy?care routines – buttons and zips, blowing our nose and hand over mouth when coughing – handwashing station for messy play outside.Dressing – zips, buttons, press studs, etc. | **Week 1** – What is under the soil?**Week 2** How do people find dinosaurs? (UW- Sci/Geo**Week 3** What would it be like to see a dinosaur? (UW/ PSED)**Week 4** What does a paleontologist do? (UW- Sci) **(UW-Sci)** **Week 5** Why did the dinosaurs leave? (UW- Sci)**Week 6** What did we find out and now know? (UW) |
| **Communication and Language**Discussing stories, re telling stories, Start to know and use new vocabulary, in contextStart to share what I think and give opinionsStart to explain things I have seenShow and Tell.•During and after the reading of fiction and non-fiction texts create a “word wall” of new terminology to share with the children and to serve as a reminder• Encourage children to “ask questions” and “seek answers”. Model good questioning and support children to do the same•Use of descriptive language during small world storytelling•New vocabulary use modelled and supported in the role play area‘Weather – sunny, cloudy, warm, cold, rainy, snowy etc.Noticing signs of spring – what changes are we seeing? hearing/feeling?Noticing change in or bathtub garden – seed, soil, warmth, light, weed, seedlingKnowledgeI am developing a wide descriptive vocabulary I have a wide descriptive vocabulary I can talk about dinosaurs using a wide descriptive vocabulary Skills ProgressionI can talk in short sentencesI am starting to ask questions about what I have heardI can talk in full sentences to describe an experience I can listen attentively to a range of people and ask linked questionsI can talk in full sentences to describe, explain and recount experiencesI can listen and respond with appropriate comments and questions |
| **WOW MOMENTS/ENRICHMENT/ DEEP DIVES**WoW WednesdayShrove Tuesday and Ash WednesdayDrawing ClubMothering SundayThe Easter StoryWorld Book Day and book launch.parent reading |
| **Physical Development**Mark making, Cutting, Gluing, Pencil control, Playdough, writing names, pouring, stirring, threading, scooping, using tongs, role play, messy play- vinegar ad.Real tools – being safe when using themPipettes, small hammers, excavation and gardening toolsPE with class teacher – cricketPE – Mr Luckhurst – invasion gamesOrdinal numbers in team gamesDance – dinosaur stomp!Ride-on toys/balls/bean bags/ hop scotch, number frog hop, outside construction and tinkering stationGardening -clearing beds, tidy up the welly station and re-design, mulching. |
| **Expressive Art and Design**Exploring linking music to dance and the dinosaursDo the dinosaur stomp-use musical instruments to match the movements of the dinosaurs- stomps, roars, squeaks of little dinosaurs, fast footsteps, slow marching. Children to explore independently and then guide some of the music. Can the children move small world dinosaurs in time to their musical sounds?Mother’s Day gift and cardEaster card and Easter gardensI can come up with my own designs and start to make themI am exploring ways of joining I can create my own designsI can revisit and adapt my designsI can join materials together in different waysI can perform with others moving with musicI like to make my own music and fit to rhythms and ideasI can perform with others and move in time to musicI can make and perform my own music |