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| **Key Texts for our library**  Harry and the Bucketful of Dinosaurs collection  Tyrannosaurs Drip  Stomp, chomp, big roars here come the dinosaurs  Dinosaur Roar!  Mary Anning- Little People  Poems about dinosaurs  Spring Poetry | | **Enquiry Question**  Who made these footprints?  Possible lines of enquiry  How 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 Areas  During 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 Dinosaurs  Writing non-fiction captions and labels  Retrieve information from what is read to them  Write descriptive sentences  Use and develop prediction skills  Sequence into a simple story  Phase Three Phonics  Fossil log (fossil role play)  Dinosaur fact cards – top trumps  Super sentence write  Friendly finger spaces  Responding to poetry- Dinosaurs, Spring  Labelling maps, dinosaurs, habitats  Non fiction books – our world, habitats.  World map/globe – countries, continents.  Handwiriting  Story of the week.  Labels in the environment to read/write/create  Individual readers and group readers  Rhyme time and storytime  Listening Station | | **White Rose Maths**  Building 9 & 10 Counting to 9 & 10  Comparing numbers to 10  Bonds to 10  3-D shapes  Spatial awareness  PatternsFocus  Days of the week, months, seasons, counting larger numbers  Tally charts  Outside 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 dinosaurs  Signs 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 stories  I know that some people in the past did important jobs that we still hear about  I 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 did  Forest school every Friday | | |
| **Intent** | | **Implementation** | | | **Sequencing** |
| **Key concepts to understand**  I can develop and use a broad vocabulary  I can express myself using talk- responding and asking questions  I can talk about the past using books and stories talking about the characters, settings and events  I can talk about what I have heard and seen in stories and picture books and how this is different/ the same  I can talk about what I can see in pictures of the past  I can identify a range of feelings and emotions  I can respond to my own and others emotions appropriately  I can use one handed tools and equipment  I can develop and use fine motor skills  I can describe and make observations of my natural environment  I can start to understand what animals eat  I can use images and stories to find out about the past  I can create my own music to a stimulus  I can perform my own music and move in time  I can join materials together in different ways  I can create and adapt my own designs | **KEY VOCABULARY**  Dinosaurs  Past  Dino names  Carnivore  Herbivore  Explorers  Fossils  Bones  Past  Research  Geographer  Explorer  Materials | **PSED**  Learning routines and rules, expected behaviour.  Role play area – excavation site. Archaeological dig  Small world dinosaurs  Choosing my own resources  Finding my own ways of doing things  Having my own ideas  Celebrating different occasions. Shrove Tuesday  The 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 dinosaurs  Provide mirrors for children to explore facial expressions linked to their own feelings  Show and tell – listening to others. Asking questions and sharing different viewpoints  Reading books with my buddy  Playtime with buddies  What 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 context  Start to share what I think and give opinions  Start to explain things I have seen  Show 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, seedling  Knowledge  I am developing a wide descriptive vocabulary  I have a wide descriptive vocabulary  I can talk about dinosaurs using a wide descriptive vocabulary  Skills Progression  I can talk in short sentences  I am starting to ask questions about what I have heard  I can talk in full sentences to describe an experience  I can listen attentively to a range of people and ask linked questions  I can talk in full sentences to describe, explain and recount experiences  I can listen and respond with appropriate comments and questions | | |
| **WOW MOMENTS/ENRICHMENT/ DEEP DIVES**  WoW Wednesday  Shrove Tuesday and Ash Wednesday  Drawing Club  Mothering Sunday  The Easter Story  World 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 them  Pipettes, small hammers, excavation and gardening tools  PE with class teacher – cricket  PE – Mr Luckhurst – invasion games  Ordinal numbers in team games  Dance – dinosaur stomp!  Ride-on toys/balls/bean bags/ hop scotch, number frog hop, outside construction and tinkering station  Gardening -clearing beds, tidy up the welly station and re-design, mulching. | | | | | |
| **Expressive Art and Design**  Exploring linking music to dance and the dinosaurs  Do 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 card  Easter card and Easter gardens  I can come up with my own designs and start to make them  I am exploring ways of joining  I can create my own designs  I can revisit and adapt my designs  I can join materials together in different ways  I can perform with others moving with music  I like to make my own music and fit to rhythms and ideas  I can perform with others and move in time to music  I can make and perform my own music | | | | | |