

Communication and Language

- To develop speaking and listening skills in whole class and group situations. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To understand a question such as who, what, where, when, why and how.
- Demonstrate an understanding of what has been read to them using their own words.
- To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Phonics - Phase 4 - Focus on using and applying

- Recap digraphs (two letters) ai, ee, igh, oa, ar, or, long oo, short oo, ur, ow, oi, , er,
- Recap trigraphs (three letters): igh ear, ure, air
- Continue to learn phase 2,3,4 tricky words and spelling alongside character word sheets.
- Reinforce letter names (ABC...)
- Reading and spelling polysyllabic words sometimes including adjacent consonants.

Literacy

- To use and understand recently introduced topic vocabulary during discussions and in writing.
- To write for different purposes:
 - Lists of dinosaurs/adjectives
 - Labelling dinosaur parts
 - Non-fiction fact files or information writing
 - Storytelling and speech bubbles
 - Caption Writing
 - New Writing

Book List

Harry and the Bucketful of Dinosaurs
Tyrannosaurus Drip
Bumps Jumpus Dinosaurumpus
Dinosaurs Love Underpants
How Do Dinosaurs Say Goodnight?
Selection of Non-Fiction Books

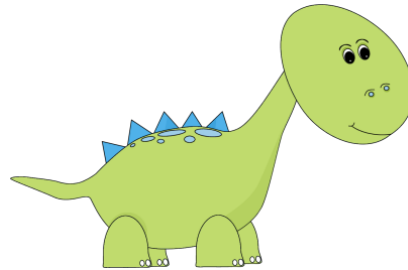
Songs

10 Little Dinosaurs Bouncing On The Bed
5 Enormous Dinosaurs
I saw a Dinosaur
Dilly the Dinosaur
Dinosaur Rap
I'm a mighty Dinosaur

Expressive Art and Design

- To use imagination in art, design, music, role play and story-telling. Invent, adapt and recount.
- To express themselves through free paintings e.g. pictures of dinosaurs.
- Explore 2D and 3D form to design and safely make their own dinosaurs e.g. junk model dinosaurs. Children to explain the process they used to peers.
- To respond to what they see, hear, touch, smell and feel.
- Compose music in response to a scene e.g. dinosaurs fleeing an eruption or a story using the percussion instruments.
- Create a dinosaur dance in movement to music and to free music.
- Learn some dinosaur songs and perform to peers.

Dinosaurs



Mathematics

- To count forwards and backwards up to 20, then beyond. Begin to recognise patterns in the counting system.
- Continue to develop a deep understanding of numbers up to 10 by recognising quantities up to 5 (subitise) and knowing number bonds up to 5 and 10.
- Exploring quantities and developing ability to share objects between groups equally.
- To explore measuring and comparing using non-standard measures. Measure the dinosaur footprints. To say the number after a given number up to 20, then beyond.
- To continue to write numbers up to 20.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- To develop **problem solving** skills through a range of sorting, matching, pattern making and sequencing activities.

Understanding the World

- To identify obvious similarities and differences when exploring and observing dinosaurs. Children to sort dinosaurs into different categories.
- To find out about dinosaurs from the past and present. How palaeontologists learn about them. Investigating fossils.
- To create dinosaur pictures/ information pages using "2Simple".
- To use programmable toys (dino-bot) to support learning.
- To ask questions about dinosaurs in order to find information about them: e.g. carnivores and herbivores.
- To use the vocabulary of time in conversations about dinosaurs and fossils e.g. 'past', 'now' and 'then'.
- Welly walks to town gardens for a dinosaur hunt, Exploring the natural world - Talk about similarities and differences when thinking about the environment.

RE Theme: Which places are special and why?

Personal, Social and Emotional

- To control their emotions using a range of techniques. Understand their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- To independently manage their own basic hygiene needs such as going to the toilet.
- To dress independently such as coat, socks and shoes.
- To work as a group and form positive attachments with peers/adults.

Value: Responsibility

Jigsaw Theme: Relationship

Physical Development

PE Theme: Fitness & Movement to Music

- To continue to negotiate space and obstacles safely, with consideration for themselves and others. Moving energetically, such as running, jumping, dancing, skipping and climbing.
- To move safely with confidence and imagination, communicating ideas through movement.
- To continue to demonstrate strength, balance and co-ordination when playing.
- To use the tripod grip for accurate drawing, correct letter formation and fluent writing.
- To continue to use and have increased control when using a range of tools e.g. scissors, paint brushes and cutlery.