

**Reception – Spring 2
Dinosaur Roar!**

Communication And Language

Key Learning

Read and discuss the story 'How to look after your dinosaur'.
Find dinosaur eggs in forest school and make predictions about what they could be and where they have come from.
Engage in dinosaur themed stories during Drawing Club and use new vocabulary introduced through them.

Adult planned into continuous provision area every day to support interactions.

Key Skills

Engage in high-quality interactions with peers and adults in all areas of the learning environment.
Listen carefully, asking and answering questions.
Speak in full sentences when contributing to discussions
Use full sentences when speaking to talk partner and demonstrate good listening skills when it is their turn to speak.

Key Vocabulary

character, setting, adventure

congratulations, pet, surprisingly, shy, healthy, energy, appetite, fidgety, gentle, advisable, avoid, properly, company, encourage, friendship, regularly, excitable, reasonable, thrive, routine, appropriate, consider

*see Drawing Club overview for vocabulary introduced with each text

*plus vocabulary is displayed in many learning areas on vocabulary flowers for adults to use with the children during play and high-quality interactions

Personal, Social and Emotional Development

Key Learning

Use the zones of regulation for daily emotion check ins.
Use the visual timetable to understand what is happening now and next.
Use the linear calendar to find out what events are happening now and next.

Key Skills

Maintain respectful relationships with staff and other children.
Identify good practises in relation to health and hygiene, including brushing teeth and sleeping well.
Identify when they are feeling in the red/blue/green/yellow zone, why that might be

Key Vocabulary

persevere, encourage, goal, target, challenge, reflect/reflection

happy, calm, relaxed, sad, tired, poorly, angry, mad, cross, worried, excited, kind, zone, feeling

<p>Share stories around common PSED themes but also in response to cohort's needs Take part in an activity outside of the school environment. Think Equal story focus. Take part in weekly class worship. Perform a class worship for parents to attend. Walk to the library with Year 6 buddies.</p>	<p>and select an activity to overcome this where needed. Reflect on stories and examples heard and relate to own experiences. Make risk-based decisions when climbing in forest school. Manage the full school day successfully: lining up, queuing, mealtimes and personal hygiene.</p>	<p>now, next, later, yesterday, today, tomorrow, weekend, before, after, soon</p>
Physical Development		
<p style="text-align: center;">Key Learning</p> <p>Weekly PE sessions focussing on fundamental skills, including hopping, jumping, skipping. Daily Dough Disco. Daily Squiggle Whilst You Wiggle or wake up shake up for gross motor development. Zip up or fasten coat independently. Take shoes on and off to wear wellies and mud suits for forest school. Climb the tree in forest school. Teeth brushing.</p>	<p style="text-align: center;">Key Skills</p> <p>Move around safely and with control. Have an awareness of others and items in the teaching space. Take turns when instructed. Store equipment safely when not in use. Move rhythmically to music and initiate movements in response to music. Further develop independence in fastening coats, taking shoes and jumpers on and off, dressing in wellies and waterproofs for forest school. Show increased accuracy when drawing and painting. Cut along various lines and around different shapes using scissors. Fold and bend when using creative materials. Use simple tools safely and accurately when working creatively, such as tape dispensers, hole punches and staplers. Form lower case letters correctly. Hold a pencil in a secure grip and with good control. Find out about oral hygiene.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>balance, bend, crawl, hop, jump, land, fast, slow, rules, run safely, slide, slow, stop</p> <p>fasten, zip, close, open, press, pull</p> <p>trim, cut, scissors, hole punch, stapler, staples, tape, fold, bend, safely</p> <p>healthy, energy, appetite, thrive, routine</p>

Literacy		
Key Learning	Key Skills	Key Vocabulary
<p>Retell the story of 'How to look after your dinosaur' in own words.</p> <p>Make signs.</p> <p>Write a list about how to look after a dinosaur.</p> <p>Make a dinosaur fact file.</p> <p>Daily handwriting sessions focusing on curly caterpillar letter family.</p> <p>Talk about favourite characters from books as part of World Book Day.</p> <p>Invite parents in to share a story on World Book Day.</p> <p>Explore poems.</p> <p>Through Drawing Club, imagine other possibilities for stories.</p>	<p>Further develop letter and sound recognition with single sounds and some digraphs.</p> <p>Blend and segment sounds into words with increased confidence and independence.</p> <p>Write labels and lists.</p> <p>Write CVC words independently.</p> <p>Begin to write captions.</p> <p>Enjoy and engage with a range of quality stories.</p> <p>Retell and innovate familiar narratives and stories with their peers and teachers</p> <p>Use identifiable letters to convey meaning and for a purpose.</p> <p>Use mark-making/drawing skills and phonic knowledge to communicate thoughts, feelings and ideas.</p>	<p>draw, write, letter, word, sound, blend, segment, Fred fingers, Fred talk, digraph, label, list, caption</p> <p>story, story map, retell, characters, setting, events, describe, beginning, middle, end, imagination</p> <p>feed, wash, walk, grow, carry, scoop, brush, nuzzle, settle,</p>
Maths		
Key Learning	Key Skills	Key Vocabulary
<p>Use blocks to explore different ways to make seven/eight/nine and ten.</p> <p>Identify when a quantity is a double/not a double and explain why.</p> <p>Sort collections of objects in different ways.</p> <p>Identify the 'rule' in a sorting activity.</p> <p>Count collections of 20 objects accurately with one to one correspondence.</p> <p>Estimation jars.</p> <p>Putting counters in groups of two.</p>	<p>Hear and join in with the counting sequence to 10.</p> <p>Counting on and back to 10.</p> <p>Develop subitising skills to 10.</p> <p>Increasingly connect quantities to numerals.</p> <p>Begin to identify missing parts for numbers within 5, understanding number bonds to 5.</p> <p>Explore the structure of numbers which are 'five and a bit'.</p>	<p>count, how many, subitise, show</p> <p>zero, one, two, three, four, five, six, seven, eight, nine, ten, five and a bit</p> <p>none, same as, equal/equals, add, plus, altogether</p> <p>number, part, whole</p>

<p>Daily maths working wall/maths meeting. Incorporate a 3D shape of the week and discuss its properties.</p>	<p>Focus on equal and unequal groups when comparing numbers. Understand that two equal groups are called a double. Sort odd and even numbers. Join in with verbal counting beyond 20. Recall number bonds to 10. Addition and subtraction within 10. Apply mathematical understanding through opportunities in the daily routine, e.g. snack time. Explore and investigate quantity, shape, space and measure through the learning environment.</p>	<p>double, two equal groups, sort, match, group, set, sorting rule, same, different</p>
Understanding The World		
<p style="text-align: center;">Key Learning</p> <p>Experiencing changes in the weather using observational skills and NUSTEM meteorologist box. Look for signs of Spring. Introduction to stories from the Bible through Weekly class worship. Invite parents into school for Easter class worship. Make an Easter garden. Read and understand key elements of The Easter Story. Logging in and out and using a computer mouse. Finding out about different types of dinosaur. Find out what living things need to be healthy and cared for.</p>	<p style="text-align: center;">Key Skills</p> <p>Begin to understand the past through books and stories we have shared. Know that living things are alive, grow, feed and move. Observing changes in living things and across seasons, including plants. Discuss the changes during the Spring season. Listen to and discussing Bible stories. Understand that different people celebrate different events. Compare different Easter traditions. Develop basic mouse skills, such as moving and clicking. Understand how to follow and give instructions, debug and make predictions.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>old, new, past, long ago change, grow, seed, plant, soil, water, sunlight, alive, move, roots, leaves, stem hatch, nest, rain, sun, thunder, wind, fog, snow, cloud, storm, frost/ice, hot, cold, temperature, rainfall Bible, Jesus computer, mouse, monitor, keyboard, log in, log out, left click, right click, arrow, cursor</p>

<p>Knowing that, on a map, blue is water and green is the land. Knowing that maps can be accessed on paper and digitally. Knowing that dinosaur bones have been found all over the world.</p>	<p>Sorting and classifying living creatures by their features. Use Google Earth to go on a digital dinosaur hunt to find the location a dinosaur bone was found locally (Sunderland).</p>	<p>dinosaur, extinct, fossil, palaeontologist, herbivore, carnivore, omnivore, horns, beak, snout, frill, crest, tail, scales, plates, spikes, claws,</p>
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Expressive Arts and Design

Key Learning	Key Skills	Key Vocabulary
<p>Observational painting of daffodil to make into Mother's Day cards. Make Easter cards. Create collage dinosaurs in the style of Matisse by ripping and arranging paper. Perform a class worship assembly for parents. Perform poems and stories.</p> <p>Focus Artists: Henri Matisse</p>	<p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc. Develop skill and control when painting. Paint with purpose and expression when using the independent art area. Plan which tools they need to create a desired effect when making models and paintings Explore spontaneous movement with different parts of their body in response to music. Express different spontaneous emotional reactions to music. Identify and imitate sounds from a variety of music. Consider whether background music and sound effects can enhance storytelling. Sing short, rhythmic rhymes and songs.</p>	<p>thick, thin, ready mix, powder paint, primary, secondary, mix, plan, tools, model</p> <p>rip, tear, arrange, place</p> <p>classical, dynamic, loud, quiet, musical story, lyrics, melody, character, song, tempo, fast slow, percussion, compose, instrument, pitch,</p>

Key Texts

<p>How to look after your dinosaur by Jason Cockroft Bumpus Jumpus Dinosaur Rumpus by Dinosaurs Love Underpants by</p>
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The Dinosaur That Pooped the Past by Tom Fletcher
The Easter Story

Enrichment Activities

Easter class worship
Year 6 buddy library visit
World Book Day
Stay and play session

Vocabulary Flowers for Continuous Provision Areas





