



Dinosaur Roar!

Our Curriculum Theme in Term 3 is called 'Dinosaur Roar!'

Planning is flexible to enable the specific interests of the pupils to be incorporated but key foci for Teacher Directed activities this term are shown below.

P.S.E.D:

(Personal, Social and Emotional Development)

Show resilience and perseverance in face of challenge.

Resolving conflicts in play— sharing ideas for happy playtimes. (create class poster)

Kindness Koala— recognising kindness in others.

JIGSAW— Dreams and Goals: I understand that if I persevere I can tackle challenge. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.

Weekly: mindfulness and yoga sessions

Physical Development:

Daily 'Wake and Shake' activities.

Weekly- Yoga / FITT training (promoting core strength, balance and posture)

P.E: Ball skills. Throwing, catching, kicking, passing, batting and aiming at a target. Use a range of equipment (hockey sticks, tennis racquets and various sized balls) showing control and co-ordination.

Fine motor skill activities— taught within topic activities and available during CIA to include: scissor skills, twisting/ scrunching and ripping materials and to continue using a range of simple tools with control.

Continue to secure a comfortable grip when using a pencil and create well formed letter shapes with consistency. Weekly handwriting sessions.

Communication and Language:

To recognise the importance of good listening: Express own ideas to a partner, taking turns in conversation.

Daily communication and language group sessions including story telling (developing story telling language and extending vocabulary), NELI and Philosophy Bear.

Responding to stories: to discuss place and settings within stories. To link to own experiences.

To use new vocabulary learned in different contexts— Vocab Viper.

To ask questions to find out more and to show an understanding of what has been said.

To sequence events in order when talking— using appropriate vocabulary e.g. First, then, after that.

To use past tense when talking about previous events.

To answer 'how' and 'why' questions, beginning to add enough detail to show understanding.

To retell familiar stories, recalling specific phrases and events.

Identify rhyming pairs and continue a rhyming string.

Share and talk about a range of fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

Daily session: singing, rhymes/poems and stories.

Makaton signing— theme— animals inc dinosaurs. (names of animals/ size/ features)

Literacy:

Bug Club phonics programme used to teach phoneme/ grapheme correspondence, reading and writing words/ simple phrases and sentences and to read common exception words.

Mr Magpie— collect new and interesting words— Adults and children to use caught vocabulary throughout the week in different contexts.

Decode letters and blend to read simple words, phrases and sentences. (Phase 2 and 3)

To read common exception words (Phase 2 and Phase 3)

To segment sounds heard within words and record in order to write labels and simple captions showing some awareness of capital letters and full stops.

To use clearly identifiable letters to communicate meaning.

To identify capital letters.

To continue a rhyming string.

Focused texts: Harry and the Bucketful of Dinosaurs, Dinosaur Roar, Dinosaurs Galore.

Traditional tales for story telling (developing story language and extending vocabulary) and creating story maps: Goldilocks and the Three Bears, The Three Little Pigs, The Three Billy Goats Gruff, The Enormous Turnip, Jack and the Beanstalk, The Little Red Hen.

Non-fiction books linked to topic— A range of Dinosaur fact books. Being a Palaeontologist. Story of Mary Anning. Fossils.

Library visit

Mathematics:

White Rose Maths Scheme:

Introducing '0'.

Comparing numbers to 5-more than/ same as/ fewer than.

Composition of 4 and 5– look for small groups within arrangements (encourage ch to subitise) and explore how numbers can be composed of 2 parts or more than 2 parts (part/whole model).

Compare Mass (2)- using balance scales.

Compare Capacity (2)- explore capacity using different materials and different sized and shaped containers (tall, thin, narrow, wide and shallow).

Counting and Representing 6,7 and 8.

Making pairs– arrange small quantities into pairs, recognising that some quantities will have an odd one left over with no partner.

Composition of 6,7 and 8. Using 10 frames, show 6,7,8 as 5- wise patterns and pair-wise patterns and compare.

Combining two groups– introducing addition.

Length and Height– making direct comparisons and using language taller/ shorter/ longer/ wider/ narrower.

Time– use vocab 'yesterday', 'today', 'tomorrow' to describe when events happen. Sequence events

Understanding the World

Understand that some places are special to different members of the community– church visit.

Add church to our community map.

Gaining a sense of chronology.

Being a palaeontologist.

Exploring fossils.

Introduce new vocab 'prehistory'.

Share a range of fiction and non-fiction books to help ch develop an understanding of the past and present: Suggested titles include: Dogger, The Toy Maker, Grandma's Quilt, When I was young,

Explore the natural world– Use senses to explore the season of Winter.

Explore ice melting.

Find out about animals and birds that hibernate or migrate during the Winter and animals who are suited to the cold (polar animals).

Caring for our local environment: make bird feeders.

Expressive Arts and Design:

Daily class rhymes and action songs.

Charanga: Spring 1: Everyone: Songs and activities that embed pulse, rhythm and pitch and explore voices and classroom instruments.

Explore the sounds of different instruments.

Collaborative 3d fossils.

Respond to clip of Chinese new year dragon dance. Create our own dragon moves.

Art Studio: explore joining techniques (moving dinosaurs).

Music Appreciation: Chinese Dragon Dance music.

Musician/ Live performance: e.g. local band

Finger knitting (knitting scarves for our Buddy Bears).

Additional Curricular Events and Activities:

Makaton signing– theme: Dinosaurs and other animals (inc size/ body features)

Library Visit

Park School: Big Schools' Bird Watch and Making Bird Feeders.

Cleaning nest boxes in preparation for setting up nest box camera.

Community in Action: Making cards to share with others.

To continue the learning at home, as well as trying out the home learning challenges set each week, the following websites may be useful:

<https://www.phonicsplay.co.uk/>

<https://www.topmarks.co.uk/>

<http://www.ictgames.com/>

Don't forget to check out our class page on the website regularly to see what we have been up to in school and log in to Bug Club to support your child in developing their phonic and reading skills.

