

OUR DRIVERS:

Spiritual, Moral, Diversity & Beliefs

Communities & Environment

Life Skills

Personal, Social & Emotional Well Being

Prime Area: Personal, Social and Emotional Development

To try new activities and say why they like some activities more than others.

To speak confidently to others about their own ideas.

To understand how our own actions affect other people.

To be able to negotiate and ask appropriate questions.

To be able to dress and undress for PE.

To take part in key person time involving discussions with an adult and peers - why don't dinosaurs live now?

Specific Area: Understanding the World

To take part in Forest Schools in the school grounds - wiggly worms group.

To log on to the school computer network.

To use simple paint programmes to create pictures.

To use the interactive whiteboard.

To look at and begin to read maps.

To learn about where we find fossils.

To find out about the Loch Ness Monster.

To find out about how dinosaurs are discovered.

To explore the land which the dinosaurs roamed.

To take part in the Big Science event on Open Morning.

To learn about the Chinese New Year.

Prime Area: Communication and Language

To listen to Harry and a Bucketful of Dinosaurs and join in parts of the story.

To verbally sequence the events in Harry and a Bucketful of Dinosaurs.

To create roles and experiences through the use of role play, introducing storylines or narratives.

To describe dinosaurs.

To make dinosaur sounds linked with rhyming.



Jurassic Journey

Spring Term 1

Wow Moment:

Dinosaur tea party (for parents - Monday 30th January at 2.15pm)

Home Learning Challenge:

To compare technology found in school and at home.

Specific Area: Expressive Arts and Design

To take part in role play activities.

To make a dinosaur model.

To paint dinosaur pictures.

To create a land for dinosaurs.

To compose music to accompany a dinosaur.

To learn dinosaur songs.

To make up a stompasaurus.

Prime Area: Physical Development

To gain control over fastenings when getting dressed and undressed for P.E sessions.

To experiment with different ways of moving to mimic dinosaur movements.

To use a correct pencil grip and gaining control with mark making implements.

To take part in dough disco, squiggle while you wiggle and finger gym to support fine and gross motor skill development.

To take part in Forest Schools in the school grounds - wiggly worms group.

Specific Area: Literacy

To begin phase 3 letters and sounds, revisiting phase 2 where necessary.

To hear and say initial sounds in words.

To segment and blend sounds in words.

To begin to read words and simple sentences.

To give meaning to marks they make.

To write our own names, labels and captions.

To attempt to write simple sentences.

Specific Area: Mathematics

To recognise numerals 1 to 10.

To count out up to 10 objects from a larger group.

To count actions or objects which cannot be moved.

To select the correct numeral to represent 1 to 10 objects.

To count objects to 10.

To count an irregular arrangement of up to 10 objects.

To order two or three items by length or height.

To order two items by weight or capacity.