

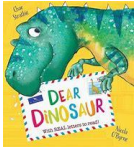
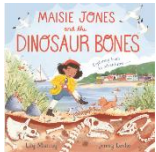
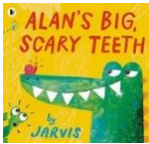

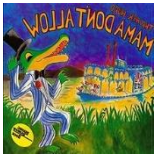


## Reception – Spring 1 –Time Travellers - Dinosaurs...Then and Now

|   |   |   |
|---|---|---|
| <p><b>Quick Summary</b></p>    | <p><b>Are dinosaurs real?</b><br/> <b>Can we see dinosaurs today?</b><br/> <b>What is the same?</b><br/> <b>What is different?</b></p>  | <p>We visit the Great North Museum and explore the ancient and new by studying dinosaurs and their modern relatives – crocodiles and alligators.</p> <p>We encourage the children to study non-fiction texts and share their knowledge by creating their own museum as the topic grows.</p> <p>We partner up with Gatorland Florida to become real life keepers and an escaped fictional alligator (Alan) causes chaos when he appears at school. How will we ever get him home to the marshlands of Florida?</p> |
| <p><b>Prior Learning</b></p> <ul style="list-style-type: none"> <li>• All our previous texts have been fictional storybooks. This will be the children’s first taste of non-fictional characters.</li> <li>• Children have been developing their mark-making skills last term and are now ready to attempt writing labels and captions for our museum.</li> </ul> | <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Dinosaur</li> <li>• Crocodile</li> <li>• Alligator</li> <li>• Museum</li> <li>• Prehistoric</li> <li>• Past</li> <li>• Present</li> </ul> | <p><b>Key Take-Aways / Knowledge</b></p> <p>Although the children are learning about dinosaurs, crocodiles and alligators and will be able to tell us some facts, their main objectives this half term are focussed on writing – labels, captions and in some cases, short letters.</p> <p>They make their own museum focussing on past and present as two different concepts. They use the mathematical skills from Autumn term to measure their excavations.</p>  |

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| Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   |
|---|--|---|---|---|--|
|    |   |    |    |    |   |
| <p>Here come the dinosaurs! To begin our topic, we become palaeontologists and use two books to learn all about dinosaurs. We create our very own non-fiction, dinosaur book which we then sell in our gift shop.</p> | <p>This week Max writes a letter to his favourite dinosaur, the mighty T. Rex - and the T. Rex writes back! As Max and T. Rex learn about each other's lives, a very unusual friendship develops. This week we will join in with Max and T-Rex and enjoy letter writing to our favourite dinosaur. We also take a trip to the Great North Museum and visit the large T-Rex. Can this dinosaur write letters too?</p> | <p>Masie Jones is a fun, feminist, fossil-filled adventure that will encourage all of our children to follow their dreams. Masie is forever searching the shore looking for fossils to sell in her family's fossil shop. This week the children will be creating salt dough fossils to sell in our 'Fossil fair' where children and staff in school will be invited to purchase a fossil from our shop.</p> | <p>This book is a firm favourite with all of the children. Alan the mean alligator who rules the swamp, turns out to not be so frightening after all, when it is exposed that he actually has no teeth! Our role play area becomes a dentist and we help Alan learn all about dental hygiene.</p> | <p>Oh No! An escaped alligator arrives in our school corridor this week and we use our non-fiction text to help us work out a plan. Our main aim is to learn as much about him as possible to help him get home. We write postcards to Florida and have a live Zoom with a keeper from Gatorland who shows us how to care for our new friend.</p> | <p>We go to the imaginary world of the swamp where the band play in the jazz band on the Mississippi paddleboat steamers. The children spend the week preparing everything they will need for the big alligator event where they will sing and dance, play musical instruments developing their expressive art skills.</p> |

# Reception – Spring 1 –Time Travellers - Dinosaurs...Then and Now

## Communication and Language

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Learn new vocabulary.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

## Personal, Social and Emotional Development

See themselves as a valuable individual.

Show resilience and perseverance in the face of challenge.

Manage their own needs.

## Literacy

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

## Mathematics

Compare length, weight, and capacity.

Count beyond ten.

Compare numbers.

Understand the one more than/less than relationship between consecutive numbers.

Explore the composition of numbers to ten.

## Physical Development

Know and talk about the different factors that support their overall health and wellbeing (toothbrushing)

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Further develop the skills they need to manage the school day successfully

Progress towards a more fluent style of moving, with developing control and grace.

## Expressive Art and Design

Create collaboratively sharing ideas, resources, and skills.

Listen attentively, move to, and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in group or on their own, increasingly matching the pitch and following the melody.

Explore and engage in music making and dance, performing solo or in groups.

## Understanding the World

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Recognize some similarities and differences between life in this country and life in other countries.

Recognize some environments that are different to the one in which they live.