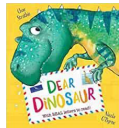


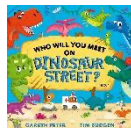
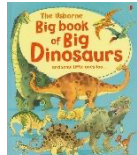
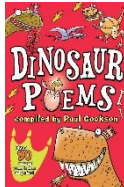


Dinosaur Roar! - Reception Spring 1

School Trip: N/A		Entrance Point: Dinosaur Animation		Exit Point:		School Value: Creativity		The Arts: Creating a Museum		
Writing Texts			Reading Texts			<p>PSED:</p> <p>L.I. To select and use activities and resources, with help when needed.</p> <p>L.I. To develop their sense of responsibility and membership of a community.</p> <p>Context – Setting up a museum exhibition.</p> <p>L.I. To be increasingly independent in meeting their own care needs.</p> <p>Context – Brushing Teeth</p>				
<div></div> <div><p>Vocabulary</p></div> <div></div> <div></div> <div><p>Vocabulary</p></div> <div></div>			Dinosaur Frenzy Eager							Facts Dinosaur (types) Non-Fiction
<p>T-Rex</p> <p>Dinosaurs</p> <p>Letter</p> <p>Email</p> <p>Museum</p>			<p>Underpants</p> <p>Extinct</p> <p>Cavemen</p> <p>Save</p>		<p>T-Drip</p> <p>Comp</p> <p>Swamp</p> <p>Storm</p>					
<p>Physical Development</p> <p>L.I. To move in different ways under, over, around and through balancing and climbing equipment.</p> <p>L.I. To increasingly use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>L.I. To be increasingly independent as they get dressed and undressed.</p> <p>Context: Gymnastics, to create a sequence of movements on equipment.</p> <p>Gross and Fine Motor Control:</p> <p>L.I. To continue to develop their movement, balancing, riding and ball skills.</p> <p>L.I. To use large muscle movements to wave flags, paint and make marks.</p> <p>L.I. To use one-handed tools and equipment, for example, making snips in paper with scissors.</p>			<p>Communication and Language</p> <p>L.I. To use a wider range of vocabulary.</p> <p>L.I. To understand why questions.</p> <p>L.I. To use longer sentences of four to six words.</p> <p>Context – Museum Exhibition and sharing facts.</p>			<p>Expressive Arts and Design</p> <p>Art</p> <p>L.I. To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>L.I. To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Context – To create a dinosaur collage.</p> <p>Music</p> <p>L.I. To listen with increased attention to sounds.</p> <p>L.I. To play instruments with increasing control to express their feelings and ideas.</p> <p>Context – Understanding loud and quiet sounds, compose dinosaur music and boom whackers.</p>				
<p>Understanding the World</p> <p>Geography -</p> <p>L.I. To use all the senses in hands-on exploration of natural materials.</p> <p>L.I. To explore collections of materials with similar and/or different properties.</p> <p>Context – Exploring Dinosaur bones</p> <p>Religious Education –</p> <p>L.I. To continue to develop positive attitudes towards the differences between people and communities.</p> <p>Context – Chinese New Year</p>			<p>History –</p> <p>L.I. To begin to make sense of their own life-story and family's history.</p> <p>Context – Timeline of when dinosaurs exist to their family.</p> <p>Science –</p> <p>L.I. To talk about what they see, using wide vocabulary.</p> <p>L.I. To explore how things work.</p> <p>L.I. To talk about the differences between materials and changes they notice (matters of state).</p> <p>Context – To melt dinosaur eggs.</p>			<p>Computing –</p> <p>L.I. To begin to develop complex stories using small world equipment.</p> <p>L.I. To make imaginative and complex small world with blocks and construction.</p> <p>Context – Create a dinosaur animation.</p> <p>Cultures and Communities –</p> <p>L.I. – To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Context – Look at where dinosaur fossils have been found on a map. What is it like there?</p>				