



Dinosaur Discovery – Term 4

Southville Primary School

Reception

Local Anchor Point	Visit/ Visitor	Key Person	Key Texts
Bristol Museum & Art Gallery.	Visit the Bristol Dinosaur (and rest of the exhibition) at Bristol Museum & Art Gallery.	Mary Anning - Mary Annings fossil box Bristol Museum - 40 for 4 weeks.	Dinosaur Roar! If I had a Dinosaur. Dinosaurs Usborne Big Book of Dinosaurs
Diversity, Equity and Inclusion		Linked Learning	
The life and work of Mary Anning		Ramadan World Book Day Mother's Day Easter Eid al-fitr	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Key Learning Focus / Events	Fiction: Dinosaur Roar! Focus: Introducing topic, fossils, evolution. Antonyms PSHE: Everybody's Body. Real PE: Cognitive - Unit 4 lesson 1 Ramadan starts - decorate with red and gold tinsel. 28th Feb. FS - Starfish	Fiction: If I had a Dinosaur. Focus: 'Deadly dinosaurs' - carnivores PSHE: We like to move it. Real PE: Cognitive - Unit 4 lesson 2 <i>Writing - Where would you take your pet?</i> 6th March - World Book Day. FS - Jellyfish	Fiction: If I had a Dinosaur. Focus: Herbivore dinosaurs PSHE: Food glorious food. Real PE: Cognitive - Unit 4 lesson 3 FS - Octopus	Non-fiction - Dinosaurs, Usborne Big Book of Dinosaurs Focus: Flying reptiles PSHE: Sweet dreams. Real PE: Cognitive - Unit 4 lesson 4 <i>Writing - Fact file</i> FS - Starfish	Non-fiction - Dinosaurs, Usborne Big Book of Dinosaurs Focus: Underwater reptiles PSHE: Keeping clean. Real PE: Cognitive - Unit 4 lesson 5 Mother's day 30th March - cards. Easter. FS - Jellyfish	Non-fiction - Dinosaurs, Usborne Big Book of Dinosaurs Focus: Extinction PSHE: Stranger. Real PE: Cognitive - Unit 4 lesson 6 <i>Writing - Fact file/ poster for a class display - check the level of independence</i> Eid - 30th/31st make Eid cards and celebrate Eid party 4th April. FS - Octopus

Termly Overview: Learning Focus

Area	Activities	Learning Objectives
Communication and Language	<ul style="list-style-type: none"> Exploring the meaning and sounds of new words - exploring different dinosaurs. Following a story without pictures or props - dramatising spoken stories. Sharing facts and knowledge about dinosaurs - recalling taught and prior knowledge. Attention Autism - Bucket Time Talking Tunes Asking questions using the question starters of Why? What? When? Where? How? Oracy - talk partners World book day - sharing. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Listening, Attention, and Understanding: Listen attentively and respond to what they hear with relevant questions, comments, and actions during whole-class discussions and small-group interactions. Speaking: Express ideas and feelings using full sentences, including past, present, and future tenses with conjunctions, with teacher support.
Physical Development	<ul style="list-style-type: none"> Real PE: Creative - Ball skills and counter balance Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. Begins to form recognisable letters independently most of which are correctly formed. 	<ul style="list-style-type: none"> Gross Motor Skills: Negotiate space and obstacles safely, demonstrating strength, balance, and coordination. Fine Motor Skills: Hold a pencil effectively for fluent writing and use a range of small tools with accuracy.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Jigsaw Healthy Me: <ul style="list-style-type: none"> Everybody's body We like to move it Food glorious food Sweet dreams Keeping clean Stranger Conflict resolution - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Seeks support, “emotional refuelling” and practical help in new or challenging situations. Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. 	<ul style="list-style-type: none"> Self-Regulation: Show understanding of their feelings and those of others and begin to regulate their behaviour accordingly. Managing Self: Be confident to try new activities and show independence, resilience, and perseverance. Building Relationships: Work and play cooperatively and form positive relationships with others.
Literacy	<ul style="list-style-type: none"> Little Wandle Spring 2 Reading Practice Sessions continue 3x a week Key texts: Dinosaur Roar! If I Had a Dinosaur, The Usborne Big Book of Dinosaurs, Dinosaurs - Questions and Answers Additional/supportive texts: Dinosaurs Love Underpants, The Girl and the Dinosaur. Writing AL groups - Where would you like to take your dinosaur? Dinosaur Fact file. <ul style="list-style-type: none"> CVC and sentence writing. Mother's Day cards. Eid Cards. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. 	<ul style="list-style-type: none"> Comprehension: Demonstrate understanding of stories by retelling them in their own words and answering questions. Word Reading: Use phonic knowledge to decode words. Writing: Write recognisable letters and spell words by identifying sounds.

Mathematics	<ul style="list-style-type: none"> • Number Sense - spatial reasoning: symmetry, partitioning 2 and 3, partitioning 4, partitioning 5, partitioning 10 • Numberblocks and linked NCETM resources 	<ul style="list-style-type: none"> • Number: Develop an understanding of number composition, recall number bonds, and solve problems using numbers up to 10. • Numerical Patterns: Recognise and explore patterns and spatial reasoning.
Understanding the World	<ul style="list-style-type: none"> • Forest School - identifying trees and what dinosaurs may have eaten during the Jurassic period. • RE - Ramadan, Easter • Spring time • Mary Anning - fossils • Dinosaurs - carnivores, herbivores, underwater, flying reptiles, extinction • Easter • Mother's Day • Ramadan • Eid el-fitr • Bristol Dinosaur - https://www.youtube.com/watch?v=VwzmtUGXsgg 	<ul style="list-style-type: none"> • Past and Present: Talk about the lives of people and events from the past. • People, Culture, and Communities: Understand and describe similarities and differences between different cultures and beliefs. • The Natural World: Make observations of animals, plants, and the environment.
Expressive Arts & Design	<ul style="list-style-type: none"> • Music - listening to sounds and tuning into different animals. • Dance - Moving our bodies like different dinosaurs, e.g. stomping, flying, tall, small. • Role play - small world dinosaur scenes. • Collaborative art - paper mache landscape. • Exploring different media and materials to create our own representations of dinosaurs. • Manipulating materials to create dinosaurs and fossils. 	<ul style="list-style-type: none"> • Creating with Materials: Safely use and explore a variety of materials, tools, and techniques. • Being Imaginative and Expressive: Perform songs, rhymes, stories, and dances.