



## Reception - Summer 1- Dangerous Dinosaurs

### Literacy

We will be reading fiction and non-fiction texts about dinosaurs and exploring new vocabulary.  
We will be learning to say words, captions and sentences out loud before writing them down.  
We will be writing simple phrases and sentences that can be read by others, using our phonic knowledge to spell words.  
We will use writing to communicate thoughts, ideas, experiences and events.

### Mathematics

We will be building and identifying numbers up to 20 (and beyond). We will use tens frames, number shapes, towers of cubes, rekenreks and bead strings to look at how the numbers beyond ten are made up of a full ten and part of the next ten. We will be adding two numbers together by counting how many there are altogether. We will be taking away objects to find how many are left.

### Physical Development

We will be learning to travel in different ways using different apparatus. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting. We will be practising our cursive letter formation in handwriting.

### Communication and Language

We will be learning how to ask relevant scientific questions to find out more, explain how things work and why they might happen. We will be learning lots of new vocabulary and using our new words in discussion and role play situations.  
We will re-tell stories in our role play and small world play.



### Personal, Social and Emotional Development

We will be concentrating on relationships this half-term. We will learn more about friendships and how to resolve problems when they occur. We will think about how to show others respect and how to help ourselves and our friends.

### Expressive Arts and Design

#### Creating with Materials.

We will be designing and making a variety of creations and describing what, why and how it was made. We will use a variety of tools and techniques.  
We will be doing lots of different types of art include painting, drawing, collage, textiles, sculpture and printing.  
We will create things collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or our own ideas, interests or experiences.

#### Being Imaginative and Expressive

We will be using new vocabulary in our role play  
We will be learning and performing songs, rhymes, poems and stories with others, and moving in time with music.

### Understanding the World

We will be learning about dinosaurs, habitats and timelines.  
We will learn about shadows and make a shadow bigger or smaller using toys, play equipment and a light source.  
We will make and use simple maps to represent places and journeys, real and imagined and describing environments.  
We will use a range of technology to record our findings, including taking photos and videos using iPads.

Phonics 	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Writing Focus	Writing Focus	Reading Focus	Reading Focus	Writing Focus	Writing Focus
Contexts	Dinosaurs Non-fiction text	The Worrysaurus 	Superworm 	Supertato 	Ten Little Superheroes 	We need insects 

### Set 1




m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h  
- sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

### Set 2





ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

### Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa -  
ew - ire - ear - ure - tious - tion

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	<b>To 20 and beyond</b> Building numbers beyond 10	I can: Identify numbers to 20 I can: Compose numbers to 20	Partition, ten, ones	Build and identify numbers to 20 (and beyond) using a range of resources. Notice the pattern of the ones getting one more each time. Arrange more than 10 objects on two ten frames- filling a full ten then the extra ones.	Recognise that larger numbers are composed of full 10s and part of the next 10. Recognise that the numbers 1-9 repeat after every full 10. Continue their understanding that all quantities are composed of smaller quantities. Say –teen numbers clearly Know that –teen numbers have one ten and a number of ones.
2	<b>To 20 and beyond</b> Counting patterns beyond 10	I can: Count forwards to 20 I can: Count backwards from 20	Partition, tens, ones, before, after, order, more, fewer	Count forwards and backwards to 20 (and beyond) Count forwards and backwards from different starting points. Say the number that comes before or after a given number. Order numbers to 20. Recognise which set of numbers has more, which has fewer and which have the same amount.	Count a number of objects by finding ten and then the extra ones. Use knowledge of numbers from 1-9 to order 11-19
3	<b>To 20 and beyond</b> Spatial Reasoning	I can: Match a shape to a picture I can: Use the correct words to describe where a shape or object is	Triangle, square, rectangle, circle, turn, next to, on, over, under, into, around, through, behind, between	Select the correct shape to finish a jigsaw or shape puzzle. Match arrangements of shapes. Select a shape to complete a picture board.	Know that shapes can be rotated to fill a given space and will look different when turned around. Use positional language to describe where shapes are in relation to each other.

4	<b>First Then Now</b> Adding more	I can: Add two groups of objects to find how many altogether.	Add, count, combine, count on, subitise, more, first, then, now	Use a variety of objects to count how many in 2 groups. Solve a first, then, now story to find how many altogether. Create their own first, then, now story.	Use real objects to see that the quantity of a group can be changed by adding more. Use the first, then, now structure to create mathematical stories in meaningful contexts. Children will count all of the objects to find out how many there are altogether. Move onto counting on from one group to find the total. Can use knowledge of subitising to count on from one group.
5	<b>First Then Now</b> Taking away	I can: Take objects away from a group to find how many are left	Take away, remove, subitise, count, how many left, smaller, fewer	Use a variety of objects to solve take away problems. Solve a first, then, now story to find how many are left. Create their own first, then, now story.	Use real objects to see that the quantity of a group can be changed by taking items away. Continue using the first, then, now structure to give meaningful context. Count out all of the objects at the start, take away the required amount practically, and then subitise or recount to see how many are left.
6	<b>First Then Now</b> Spatial reasoning	I can: Put shapes together to make a new shape	Triangle, square, rectangle, sides	Put shapes together to make a different shape. Build a pattern using shapes	Know that shapes can be combined and separated to make new shapes Use problem solving skills to investigate how many different ways a shape can be built using smaller shapes. Explore the different shapes they can make by combining a set of given shapes in different ways.

Week	<b>Expressive Art &amp; Design</b> 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p>Share their creations, explaining the process they have used.</p> <p>Collage</p> <p>Provide the children with paper plates, green card, split pins, scissors, shades of green paper, green cellophane and glue to make paper plate turtles.</p> <p><b>Note:</b> Have a demonstration model for the children to look at before creating their turtles. This activity allows the children to revisit the joining skills that they learned earlier in the project.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Paper plates</li> <li>• Green card</li> <li>• Split pins</li> <li>• Scissors</li> <li>• Variety of green paper</li> <li>• Green cellophane</li> <li>• Glue</li> </ul>	<p>Combine materials/ Select materials Carefully place materials Attach with glue</p>	<p>Collage Apply Layer Adhesive Natural</p>	<p>Share their creations with others, explaining their intentions and the techniques and tools they used.</p>	<p>Know what a collage is and how to attach materials using glue.</p>
2	<p>Share their creations, explaining the process they have used.</p> <p>Creating art work using a variety of techniques and materials</p> <p>Explain to the children that nobody knows what colour the dinosaurs were or what their skin looked like. Display a variety of textured wallpaper samples, ready-mixed paint and crayons. Show the children how to make rubbings and prints onto paper using the textured paper. Then, provide the children with a <a href="#">Dinosaur and pterosaur outline template</a> and ask them to use the</p>	<p>Combine materials/ Select materials Carefully place materials Attach with glue</p>	<p>Collage Painting Rubbing Apply Layer Adhesive Natural</p>	<p>Create art in different ways on a theme, to express their ideas and feelings.</p>	<p>Different types of art include painting, drawing, collage, textiles, sculpture and printing.</p>


	<p>rubbing and printing techniques to illustrate the dinosaurs in their choice of colour and texture. They could also make rubbings and prints on pieces of paper, then cut and stick them onto the template.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Textured wallpaper</li> <li>• Ready-mixed paint</li> <li>• Wax crayons</li> <li>• Scissors</li> <li>• Glue</li> </ul>				
3	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Cover a Tuff Tub with paper and put small dots of red, yellow, blue and white ready-mixed paint in spaces around the tray. Add a selection of plastic toy dinosaurs for the children to make footprint trails.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Tuff Tub</li> <li>• Paper</li> <li>• Red, yellow, blue and white ready-mixed paint</li> <li>• Plastic toy dinosaurs</li> </ul> <p><b>Prompts, questions and challenge</b></p> <ul style="list-style-type: none"> <li>• Encourage the children to talk about what happens as the different paint mixes.</li> <li>• Challenge the children to create a specific coloured footprint trail.</li> </ul>	Mix primary colours to make secondary colours	Primary Secondary Mix Combine	Use primary and other coloured paint and a range of methods of application	The primary colours are red, yellow and blue.

4	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Offer a range of junk modelling resources, such as cardboard boxes, egg boxes, cardboard tubes, yoghurt pots, tape and glue. Challenge the children to work together to create model dinosaurs.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Cardboard boxes</li> <li>• Egg boxes</li> <li>• Cardboard tubes</li> <li>• Yoghurt pots</li> <li>• Tape</li> <li>• Glue</li> </ul>	Design a dinosaur	Design Choose Fix Assemble Join	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	Materials have different textures Texture can enhance and add interest. Texture can engage the senses Combining materials can create different textures
5	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Offer a range of junk modelling resources, such as cardboard boxes, egg boxes, cardboard tubes, yoghurt pots, tape and glue. Challenge the children to work together to create model dinosaurs.</p> <p><b>Practical resources</b></p> <ul style="list-style-type: none"> <li>• Cardboard boxes</li> <li>• Egg boxes</li> <li>• Cardboard tubes</li> <li>• Yoghurt pots</li> <li>• Tape</li> <li>• Glue</li> </ul>	Design a dinosaur	Design Choose Fix Assemble Join	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	Materials have different textures. Texture can enhance and add interest .Texture can engage the senses Combining materials can create different textures
6	<p>Share their creations, explaining the process they have used.</p> <p>Making a 3D dinosaur.</p> <p>Children to add to and adapt their dinosaur.</p>	Select appropriate resources for the different features of their dinosaur.	Resources Join Attach Adapt	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing	Different resources can be used to achieve desired effects.





	Children to then describe to their friends the materials and processes they have used.	Adapt their designs as they are creating.		products, stories or their own ideas, interests or experiences.	
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Music planning – see Charanga scheme of work.



Week	<b>Understanding the world: The World and People and Communities</b> 	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
1	<p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Set up torches or lights shining onto large sheets of white paper. Place dinosaur models in front of the lights, so that they cast shadows on the paper. Encourage the children to describe the shadow's shapes and explore together how to make the shadows bigger and smaller. Work as a group to create shadow pictures on the paper using different dinosaur models. Provide children with black pens, pencils and charcoal to draw the shapes of the shadows and create a shadow dinosaur picture.</p>	Describe shadow shapes and explore how to make them bigger and smaller.	Shadow Light Silhouette	Make a shadow bigger or smaller using toys, play equipment and a light source.	A shadow is the same shape as the object that makes it. Shadows change during the day.
2	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Put the <a href="#">T rex letter</a> in an envelope and address it to the class. Read the letter to the children and talk about the things that the dinosaurs would like. Create a group map on a large sheet of paper, with their suggestions, or provide each child with a <a href="#">Dinosaur island template</a> for them to create maps. When the maps are complete, plan a trip around the island, stopping at the different locations. This could be drawn as a route. Offer the children paper, pencils, sound mats and word banks for them to add labels to their map or write simple instructions for the journey around the island.</p>	Work collaboratively to design a map	Map Environment Location Instruction Journey	Make and use simple maps in their play to represent places and journeys, real and imagined	A map is a picture or drawing of an area of land or sea.
3	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Use the innovate journal, to identify which of the animals are dinosaurs.</p>	Identify features of animals.	Wings Feet Talons Fish Scales Fins	Identify common features for different groups of animals, including wild and domestic animals.	Different animal groups have some common body parts, such as birds have wings and fish have fins.

4	Explore the natural world around them, making observations and drawing pictures of animals and plants. Use the innovate journal to explain the differences between carnivores and herbivores.	Identify features of animals.	Carnivore Herbivore	Match animals to the foods that they eat.	Animals eat different kinds of food, including other animals, plants or both animals and plants.
5	Use technology to record their work and ideas. Design your dinosaur on a computer or tablet using the <a href="#">Dinosaur drag and drop template</a> .	Use a tablet	Software ICT Technology Program Tablet	Use age-appropriate software independently	Software is the programs we use on computers and mobile devices.
6	Test our ideas. Put a small dinosaur or prehistoric animal toy inside a balloon. Fill it with water and freeze. Remove the balloon and put the frozen egg in a tray and set the children the challenge of freeing the animal. Provide water sprays filled with warm water for the children to use.	Test our ideas	Test Experiment Predict Check	Observe how activities are going and adapt their ideas if necessary.	When we try things out to see if they work, it is called a test.
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Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	<b>Safely negotiating space Children show good control and coordination in large and small movements.</b>  Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving, importance of exercise as part of a healthy lifestyle
2	<b>Safely negotiating space Children show good control and coordination in large and small movements.</b>  Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving. importance of exercise as part of a healthy lifestyle
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5	<b>Safely negotiating space Children show good control and coordination in large and small movements.</b>	Identify and use athletics equipment/	Equipment Instruction Travel	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E.





	Athletics	Listen to the instructions Take turns Move in different ways Use different equipment	Direction Coordination Control		equipment and ways of moving. importance of exercise as part of a healthy lifestyle
6	<b>Safely negotiating space Children show good control and coordination in large and small movements.</b>  Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving. importance of exercise as part of a healthy lifestyle
7.	<b>Safely negotiating space Children show good control and coordination in large and small movements.</b>  Athletics	Identify and use athletics equipment/ Listen to the instructions Take turns Move in different ways Use different equipment	Equipment Instruction Travel Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Vocabulary of the names of P.E. equipment and ways of moving. importance of exercise as part of a healthy lifestyle

NB. In addition, fine motor skills are taught and practised in Expressive Arts & Design, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment.

Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	<b>PSED</b> 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<b>My Family and Me</b> I can identify my family and why I feel like I belong.	Belong to a group/ Identify ways that I belong in my family Identify ways I belong in school	Belong Family Friendship Relationship	Making friends and relationships	Know how to make friends
2	<b>Making Friends</b> I know how to make friend and stop feeling lonely.	Solve friendship problems/ Talk about the problem Listen to others Find a solution	Problem Resolve Solution Lonely Include	Resolving problems with friends.	Know how to make friends Know how to express feelings
3	<b>Making Friends</b> I can think of ways to solve problems and stay friends	Solve friendship problems/ Talk about the problem Listen to others Find a solution	Problem Resolve Solution Lonely Include	Helping others feel part of the group	Know how to make friends Know how to stay friends
4	<b>Falling out and bullying.</b> Understand the impact of unkind words.	Be respectful/ Think about what I say Choose kind words	Respect Kindness Hurtful Bullying	Treating others with respect	Understand the impact of unkind words
5	<b>Falling out and bullying</b> Use calm me to manage my feelings.	Express feelings/ Notice my feelings Use words or pictures to share my feelings Use Calm Me time	Emotions Strategy Calm	Using Calm Me time to manage feelings	Know how to help themselves and others when they feel upset and hurt
6	<b>Being a good friend</b> Know how to be a good friend.	Share ideas/ Think of my ideas Say my ideas Listen to others	Kindness Fairness Friendliness Humour	Identifying positive qualities in others	Know how to be a good friend Know what I like about others

NB. In addition, daily circles, daily 'check-in', support to develop friendships, restorative practice and turn taking games.

Week	Communication and Language 	Learning Intention and Success Criteria	Key Vocabulary 	Key skills 	Key Knowledge 
	Additional lesson could include a teacher in character				
1	<p><b>Listening, attention and understanding</b> Make comments about what they have heard and ask questions to clarify their understanding. Take the children to visit a local library that has books about fossils from prehistoric times, including animals, plants and trace fossils, such as fossilised poo. Explore the fossil collections and find out about the prehistoric animals that lived millions of years ago.</p>	To ask questions and find out answers.	. Fossils Prehistoric Dinosaurs	Ask a relevant scientific question to find out more, explain how things work and why they might happen	<p>Question words include who why, what, when, where and how.</p> <ul style="list-style-type: none"> <li>Living things like dinosaurs, <i>plesiosaurs</i> and <i>pterosaurs</i> lived millions of years ago.</li> <li>A palaeontologist studies fossil of living things from the past.</li> </ul>
2	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. Display photographs of the activities that the children have taken part in during the project. Use the pictures to prompt discussion about the activities that they have completed and the information they have learned. Invite the children to share interesting facts. Write their comments in speech bubbles and use the comments and photographs to make a fantastic factbook. Make time for the children to share the factbook with their parents or with another class.	To share facts	Facts Information Comments Speech bubble	Articulate their ideas and thoughts in well-formed sentences and describe events using some detail	That facts give information. We can learn from facts. That there are animals related to dinosaurs.
3	Make comments about what they have heard and ask questions to clarify their understanding.				

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Watch the <a href="#">Dangerous dinosaurs' video</a> with the children. After watching the video, recap on some of the new vocabulary, including reptile, fossil, herbivore and carnivore. Provide a dinosaur soft toy or puppet for the children to ask questions or share facts. Explain that only the person holding the toy is allowed to talk. Encourage the children to talk about what they know about dinosaurs and what they would like to know. Use the <a href="#">Dinosaur speech bubbles template</a> to record their quotes and questions and start a dinosaur display.</p>				
4	<p>Woodland Tales</p> <p><b>Listening, attention and understanding</b></p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Set up a woodland scene in a Tuff Tub using small logs, branches, pebbles and woodland creatures. Add boxes or blocks to represent cottages and small world characters from fairy tales set in the woods. These could include Goldilocks, Little Red Riding Hood, a wolf, the Three Bears, Grandma and a woodcutter. Invite the children to play with the resources and make up stories using the props.</p> <p><b>Practical resources</b></p> <p>Tuff Tub, Small logs, Branches, Pebbles, Small world woodland creatures, Small world fairy tale characters or wooden peg dolls</p>	<p>I can retell a story.</p> <p>I can use story language.</p>	<p>character</p> <p>setting</p> <p>goody</p> <p>baddy</p> <p>adjective</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities</p>	<p>We can retell a story without using a book.</p>
5	<p><b>Wanted</b></p> <p><b>Speaking</b></p> <p>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.</p> <p>Read the story <i>Little Red Riding Hood</i> to the children. Then, introduce them to the game, <i>What's the time, Mr Wolf?</i> Make sure that each child has a go at being the wolf. Encourage the children to count the number of steps carefully as they play.</p>	<p>Play cooperatively with others.</p>	<p>game</p> <p>fun</p> <p>play</p> <p>team</p> <p>cooperation</p> <p>taking turns</p>	<p>Take part in small group activities confidently.</p>	<p>Playing games helps us to make friends and have fun.</p>

6	<p><b>Potions (Link to Forest School)</b>  <b>Listening, attention and understanding</b>  Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  <b>Comprehension</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Make magic potions by adding bubble bath to water. Add hand whisks for the children to make the mixture thick and foamy. Provide pots, food colouring and pipettes for the children to change the colour of the potion. Add sequins and glitter for interest and magic wands for stirring and mixing.</p>	Create a prop.	mixture mess shake stir tip natural	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	We can create props to use in our stories.
7	<p><b>Sparkle and Shine- Celebrations/Tell me a story</b>  <b>Listening, attention and understanding</b>  Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Watch the <a href="#">Sparkle and shine video</a> together. Explain that a celebration is a way of remembering a special event or day. Give the children time to discuss their experiences of celebrations and ask questions to find out more about celebrations, such as when they take place, special clothes that are worn, special foods that are eaten and ceremonies associated with the celebration. Encourage the children to speak clearly and listen to each other to gain new knowledge. Discuss similarities and differences between the celebrations and encourage the children to bring in pictures of their own special celebrations to talk about and use them to create a child-led display with captions.</p> <p>Create a den filled with artefacts and books from different celebrations, display the vocabulary the children have learnt and discuss what they know what they have found out etc.</p>	Know what a celebration is.	Fireworks night Diwali Christmas Eid	During small group or one to one discussion, ask questions to find out more and understand what has been said to them.	<p>A celebration is a way of remembering a special event or day.</p> <p>Everyone is different and special. There might be things that make them similar or different to others, including their appearance or things they like to do.</p>

NB. Technology also planned in across all areas of learning and in continuous provision.