



## Reception - Summer 1- 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.

Russell Street School  
**Dinosaurs**

### 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
Contexts	Dinosaurs Non-fiction text	Sam and Dave Dig a Hole 	Fossils	On Sudden Hill 	Perfectly Norman 	We need insects 

### Set 1




m - a - s - d - t - i - n - p - q - 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. Collage 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>	Combine materials/ Select materials Carefully place materials Attach with glue	Collage Apply Layer Adhesive Natural	Share their creations with others, explaining their intentions and the techniques and tools they used.	Know what a collage is and how to attach materials using glue.
2	<p>Share their creations, explaining the process they have used.</p> <p>Creating art work using a variety of techniques and materials            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 <u>Dinosaur and pterosaur outline template</u> and ask them to use the</p>	Combine materials/ Select materials Carefully place materials Attach with glue	Collage Painting Rubbing Apply Layer Adhesive Natural	Create art in different ways on a theme, to express their ideas and feelings.	Different types of art include painting, drawing, collage, textiles, sculpture and printing.





	<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.

<p>4</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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>	<p>Design a dinosaur</p>	<p>Design Choose Fix Assemble Join</p>	<p>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.</p>	<p>Materials have different textures Texture can enhance and add interest. Texture can engage the senses Combining materials can create different textures</p>
<p>5</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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>	<p>Design a dinosaur</p>	<p>Design Choose Fix Assemble Join</p>	<p>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.</p>	<p>Materials have different textures. Texture can enhance and add interest .Texture can engage the senses Combining materials can create different textures</p>
<p>6</p>	<p>Share their creations, explaining the process they have used. Making a 3D dinosaur. Children to add to and adapt their dinosaur.</p>	<p>Select appropriate resources for the different features of their dinosaur.</p>	<p>Resources Join Attach Adapt</p>	<p>Create collaboratively, share ideas and use a variety of resources to make products inspired by existing</p>	<p>Different resources can be used to achieve desired effects.</p>



	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. Create a letter from a dinosaur 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 Dinosaur island template 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. Show the children the clip <a href="#">Animals including humans - KS1 Science - BBC Bitesize</a> Talk about which animals in each category live in our local environment and draw a picture of each different type.</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	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><a href="#">What types of food do carnivores, omnivores and herbivores eat? - BBC Bitesize</a></p> <p>Watch the clip and talk about carnivores and herbivores. Ask the children to talk about animals that they know are carnivores and herbivores and draw pictures of them.</p>	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	<p>Use technology to record their work and ideas. Design your dinosaur on a computer or tablet using Purple Mash.</p>	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	<p>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.</p>	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.

Week	<b>Physical Development</b> 	<b>Learning Intention/ Success Criteria</b>	<b>Key Vocabulary</b> 	<b>Key Skills</b> 	<b>Key Knowledge</b> 
1	<b>Safely negotiating space children show good control and coordination in large and small movements.</b>  Jac Y Do Welsh Folk Dance <a href="http://gov.wales">Dawnsio Gwerin (gov.wales)</a>	Listen to the instructions Stay in a line	Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Keeping in time with the music. Moving with fluency and coordination. Listen to the beat.
2	<b>Safely negotiating space Children show good control and coordination in large and small movements.</b>  Jac Y Do Welsh Folk Dance <a href="http://gov.wales">Dawnsio Gwerin (gov.wales)</a>	Listen to the instructions Stay in a line Side Step	Direction Coordination Control	Agility, coordination, flexibility, gross motor skills	Keeping in time with the music. Moving with fluency and coordination. Listen to the beat.
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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	<p><b>Children to discuss what they do for their family.</b></p> <p>Relationships piece 1 – My family and me</p> <p>Discuss families – what does the word family mean to you? Children to explain what their family looks like, and what they do as part of their family.</p> <p><a href="#">Link to website - Piece 1</a></p>	<p><b>I can identify some of the jobs I do in my family.</b></p> <p>Explain what a family is. Describe what the word family means to me. Describe what I do in my family.</p>	<p>Belong Family Friendship Relationship</p>	<p>Identifying key relationships. Describing roles within family life.</p>	<p>Knowing that all families look different. Explaining their role in their family.</p>
2	<p><b>Children to understand how to stop themselves feeling lonely.</b></p> <p>Relationships piece 2 – Make Friends, Make Friends, Never Ever Break Friends! Part 1</p> <p>Discuss feelings and how we can identify them. Children to talk about times when they have felt lonely and discuss what they can do to help others who feel that way.</p> <p><a href="#">Link to website - Piece 2</a></p>	<p><b>I know how to make friends to stop myself from feeling lonely.</b></p> <p>Identify different feelings. Explain what feeling lonely means. Decide how you can make friends to stop feeling lonely.</p>	<p>Problem Resolve Solution Lonely Include</p>	<p>Identify qualities of a good friend.</p>	<p>Know how to make friends. Know how to express feelings.</p>
3	<p><b>Children to understand how to resolve conflict.</b></p> <p>Relationships piece 3 – Make Friends, Make Friends, Never Ever Break Friends! Part 2</p> <p>Children to discuss how to resolve conflicts they may have with friends. Talk about how arguments happen, and give strategies for resolving them.</p> <p><a href="#">Link to website - Piece 3</a></p>	<p><b>I can think of ways to solve problems and stay friends.</b></p> <p>Learn how to resolve a conflict. Discuss why it is important to be a kind friend.</p>	<p>Problem Resolve Solution Lonely Include</p>	<p>Identifying ways to resolve conflict.</p>	<p>Know how to express feelings. Understand why conflict resolution is important.</p>
4	<p><b>Children to understand the power of positive and negative words</b></p> <p>Relationships piece 4 – Falling Out and Bullying Part 1</p> <p>Children to discuss the impact of positive and negative statements.</p> <p><a href="#">Link to website - Piece 4</a></p>	<p><b>I am starting to understand the impact of unkind words.</b></p> <p>Discuss the positive and negative statements. Decide how they make you feel.</p>	<p>Respect Kindness Hurtful Bullying</p>	<p>Treating others with respect.</p>	<p>Understand the impact of unkind words.</p>

5	<p><b>Children to discuss times they have felt really angry.</b></p> <p>Relationships piece 5 – <b>Falling Out and Bullying Part 2</b></p> <p>Think about feeling angry – children to name a time they felt that way and why. Discuss ways to calm down.</p> <p><a href="#">Link to website - Piece 5</a></p>	<p><b>I can use Calm Me Time to manage my feelings.</b></p> <p>Explain the angry emotion.</p> <p>Discuss ways to calm down.</p>	<p>Emotions Strategy Calm Anger</p>	<p>Using Calm Me time to manage feelings.</p>	<p>Ability to identify anger and know how to manage it.</p>
6	<p><b>Children to discuss what it means to be a friend.</b></p> <p>Relationships piece 6 – <b>Being the Best Friend We Can Be</b></p> <p>Discuss what being a friend means. What should you / should you not do?</p> <p><a href="#">Link to website - Piece 6</a></p>	<p><b>I know how to be a good friend.</b></p> <p>Explain what a friend is.</p> <p>Describe what you should do.</p> <p>Describe what you shouldn't do.</p> <p>Listen to others.</p>	<p>Kindness Fairness Friendliness Humour</p>	<p>Identifying positive qualities in others.</p>	<p>Know how to be a good friend.</p>

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 
1	<p><b>Listening, attention and understanding.</b> Make comments about what they have heard and ask questions to clarify their understanding.</p>  <p>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> <p>Living things like dinosaurs, <i>plesiosaurs</i> and <i>pterosaurs</i> lived millions of years ago.</p> <p>A palaeontologist studies fossil of living things from the past.</p>
2	<p><b>Know the difference between the past and now</b> Revisit the learning about fossils and talk about how dinosaurs lived in the past- 230 million years ago. Link to the previous learning this year about transport. What was transport like in the past? Why? Look at a selection of artefacts and photographs from the past including photographs of our school.</p>	Know the difference between the past and now.	Past Present Future	Identify features of the past and now.	<p>That facts give information. We can learn from facts. That there are animals related to dinosaurs.</p>
3	<p><b>Make comments about what they have heard and ask questions to clarify.</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	Ask questions	Who What When Where Why	Know that over time things change.	Over time things change.



Watch the **T Rex video** 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 Dinosaur speech bubbles template to record their quotes and questions and start a dinosaur display.

4

Share the story *Cave Baby* by Julia Donaldson. After reading the story, show the children the [Prehistoric mammal picture cards](#). Explain that these animals are now extinct, but we know what they looked like from their remains and some cave paintings. Invite the children to describe the animals in the pictures, and compare them to the animals in the story. Revisit the parts of the story where the creatures are mentioned, and explore how Julia Donaldson has described their appearances and actions. The children might even like to act out some sections of the story to support their understanding of the new vocabulary.

**Prompts, questions and challenge**

- Which animals has Mum painted onto the cave?
- Do these animals remind you of animals that are alive today?
- Why don't we see woolly mammoths at the zoo?
- It says that the tiger is 'lurking' in the bushes. What do you think that means?
- How do you think the tiger would move if it was 'lurking'?
- Can you think of another word for leaping?
- The hyena is 'cackling'. Do you know what that means?

To ask questions and find out answers.

Animlas  
Lurking  
Caveman