

Personal Social and Emotional Development

Self-regulation, Managing Self, Building Relationships

- Name the special people in their lives.
- Understand that our special people can be different to those of others.
- Talk about why friends are important and how they help us.
- Identify ways to care for a friend in need.
- Identify ways to help others in their community.
- Identify ways in which they help at home.
- Recognise the importance of taking care of a shared environment.
- Name ways in which they can look after their learning environment.
- Think about what makes the world special and beautiful.
- Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less.
- Talk about what can happen to living things if the world is not cared for
- Talk about why it's important to keep money safe.
- Identify ways to save money.
- Talk about why we save money.

Understanding the World

Past & Present, People, Culture & Communities, The Natural World

- Look at maps to find Birdland
- Follow and create maps of Birdland
- Find out where in the world different dinosaurs lived.
- Learn about carnivore, herbivore, and omnivore dinosaurs and the environments they lived in.
- Compare and contrast different dinosaurs.
- How long ago did dinosaurs live?

Expressive Arts and Design

Creating with materials, Being Imaginative & Expressive

- Create collage art.
- Use a variety of different tools and medium to create pictures including paint, pencils, scissors, handprints, collage.
- Create dinosaur pictures using observation and imagination.
- Create dinosaur models and landscapes using 3D modelling.
- Listen and respond to music.
- Develop dance techniques and move in time to music.
- Perform dances individually and in a group.
- Dinosaur dig role play.

Vocabulary

Dinosaur, plesiosaur, pterosaur, fossil, skeleton, bones, prehistoric, extinct, past, palaeontologist

Reptile, carnivore, herbivore, omnivore, claws, tail, teeth, scales, horns, predator, prey

Tyrannosaurus rex, stegosaurus, triceratops, diplodocus, brachiosaurus, iguanodon, velociraptor, apatosaurus, pterodactyl

Summer 2

Dinosaurs

7 weeks

Mathematics

Number, Numerical Patterns

- Learn that double means twice as many.
- Share objects equally.
- Recognise and make equal groups.
- Understand that some quantities will share equally into 2 groups and some won't.
- Begin to recognise odd and even numbers.
- Use positional language to describe where objects are in relation to other items.
- Solve problems and develop critical thinking skills.
- Copy, continue and create repeating patterns.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Mapping

Communication and Language

Listening, Attention & Understanding, Speaking

- Listen and join in with to a range of stories.
- Join in with show and tell.
- Develop their communication skills through show and tell.
- To be given simple one and then two step instructions to follow.
- Opportunities for roleplay that is child initiated as well as adult modelled.
- Follow instructions to play games indoors and outdoors.
- Learn topic related vocabulary.
- Sing rhymes and songs.
- Read and discuss favourite books including stories and information books.
- Engage in helicopter story sessions making up and sharing stories.

Physical Development

Gross Motor Skills, Fine Motor Skills

- Work on gross and fine motor skills through outside challenges and name writing, including developing a tripod grip when holding a pencil.
- Develop use of scissors.
- Practise and refine letter formation.
- Develop skills and accuracy with cutlery when eating school dinners
- To express and communicate ideas through movement, exploring directions and levels.
- To copy and repeat actions showing confidence and imagination.
- To move with control and coordination, linking copying and repeating actions.
- To explore travelling movements, shapes and balances.
- To work safely and develop running and stopping.
 - To be able to play games showing an understanding of the different roles within in.
- To follow instructions and move safely when playing tagging games.
- To work cooperatively and learn to take turns.
- To work with others to play team games.
- To take part in sports day races and games.

Literacy

Comprehension, Word Reading, Writing

- Practise and refine letter formation for individual letter sounds.
- Revise level 3 sounds and tricky words.
- Practise reading and writing words with level 4 adjacent consonants and words of more than one syllable.
- Reading tricky words: were, there, little, one, do, when, out, what
- Writing tricky words: they, all, are, my, her
- Use sounds to write sentences, labels and captions in adult led sessions and independent play.
- Writing stories.
- Write dinosaur descriptions and facts.
- Write to Year 1 Teachers.

Personal Social and Emotional Development

Self-regulation, Managing Self, Building Relationships

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Know and talk about the different factors that support their overall health and wellbeing:
 - being a safe pedestrian

Summer 2

Dinosaurs

Development Matters Statements

Communication and Language

Listening, Attention & Understanding, Speaking

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- 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.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Understanding the World

Past & Present, People, Culture & Communities, The Natural World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.

Mathematics

Numbers, Shape / Space / Measure, Number Patterns

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.

Physical Development

Gross & Fine Motor Skills

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - walking
 - running
 - skipping
 - crawling
 - jumping
 - hopping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- 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:
 - lining up and queuing
 - mealtimes

Expressive Arts and Design

Creating with materials, Being Imaginative & Expressive

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- 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.
- Develop storylines in their pretend play.
- Explore and engage in dance, performing solo or in groups.

Literacy

Word Reading, Writing, Comprehension

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- 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.