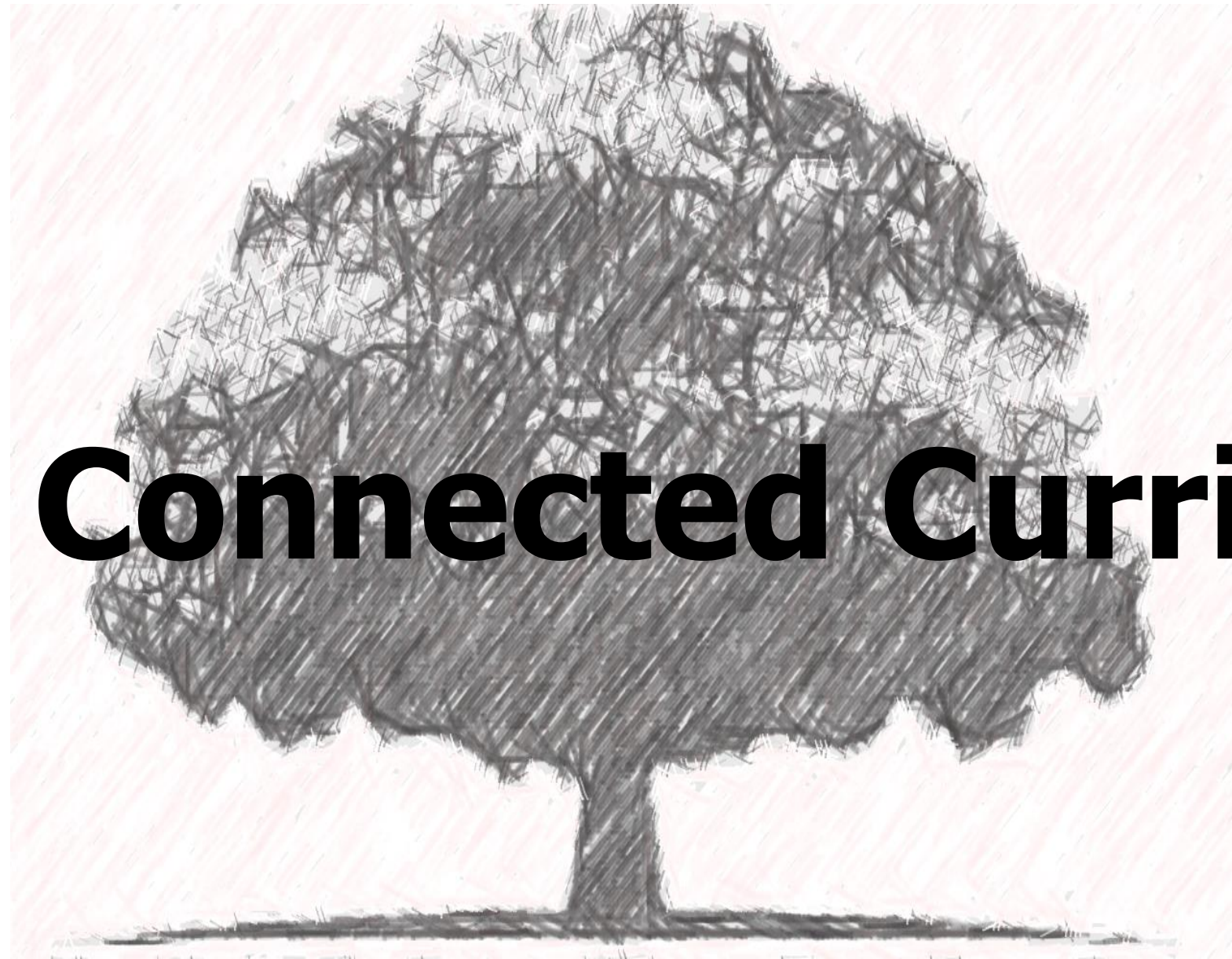


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

Connected Overview – Saplings



Cheshire Academies Trust
Inspiring hearts and minds



Kelsall Connected Curriculum

The curriculum at Kelsall Primary and Nursery School developed over a number of years is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – ‘A Love for Learning’

Our Mission – ‘To inspire the highest quality learning in a creative, collaborative environment’

Our Core Values – Creativity, Excellence, Curiosity, Aspiration & Respect

Intent

We want children to develop ‘A Love for Learning’ and a motivating desire to develop as a learner, finding out more about the World they live in and the boundless opportunities that are all around them.

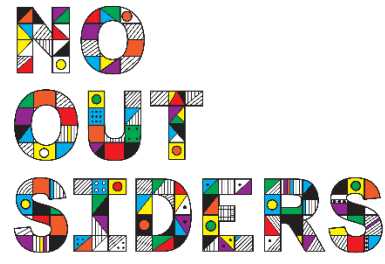
Implementation

At Kelsall, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. Our teachers have the freedom to develop innovative and effective approaches to teaching in order to create a curriculum that is tailored to their class and the children's very specific needs. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life. There is a strong focus on English, Maths and IT. This includes emphasis on encouraging children to develop their spoken English well and to apply their skills to everyday life.

As a school we encourage personal development – to help children grow up happy and healthy. This develops children’s confidence, enhancing their ability to learn, and helping them to grow up to become responsible adults.

Impact

The impact of our connected curriculum is evident through the monitoring and evaluation cycle, where leaders, in particular subject leads take a holistic view. They reflect on current practice and seek to develop innovative and creative approaches to further enhance the curriculum offer for all children.



EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.



Our Early Years Curriculum

Our Early years curriculum at Kelsall is designed to provide educational programmes that sit under the 7 areas of learning outlined in the statutory framework. We aim to provide a rich curriculum to support and promote the holistic development of each and every child at Kelsall Primary and Nursery School. We adopt the Pathways to Write methodology to support and promote emerging language and literary skills and this can sometimes further impact other areas of our provision as the children become engaged in exciting opportunities. Our curriculum is flexible to enable us to appropriately meet the needs of the children in our setting. The curriculum map gives examples of this but in reality, the possibilities are endless, it all depends on the children!


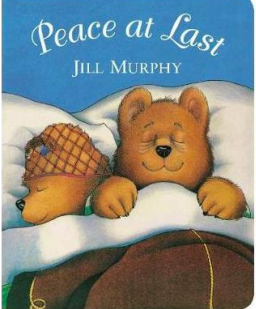
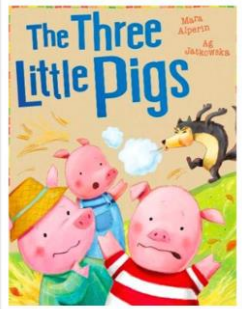
Our curriculum is creative, adaptable and responsive to the needs, interests and wants of each child in our care to ensure they develop a 'love of learning' at an early age, building firm foundations for future success.

We identify that for children to learn effectively, the provision must be tailor-made to the interests, needs and motivations of the children who attend it. We recognise that the uniqueness of children should be celebrated and valued therefore we work closely with families to personalise their nursery experience to make it meaningful, exciting and motivating.


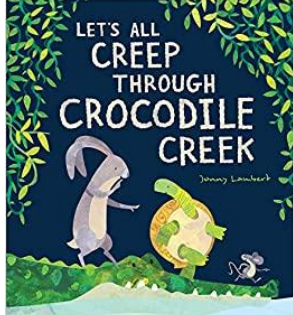

Intrinsic motivation is key in enabling children to engage in deep and meaningful learning experiences. When children are displaying high levels of wellbeing and involvement, this is when the magic happens!! We use the Leuven scales to measure levels of wellbeing and involvement to maximise young children's potential and reflect on practice.

To be effective in learning, focus is placed on children being ready, willing and able to learn. At the end of children's time in the Early Years at Kelsall, we aim for them to be independent, creative, resilient and autonomous little learners. We place focus on the processes of learning as opposed to heavily placing emphasis on the outcomes and the EYFS considers these qualities through the characteristics of effective learning.


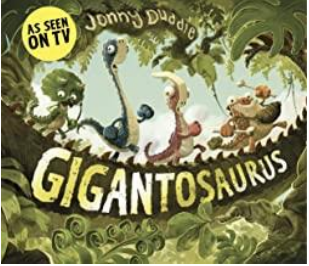
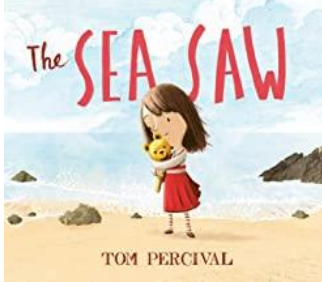
The characteristics of effective learning enable practitioners to empower children to have the confidence and self-belief to try new things and master skills during play that develop life-long learning. Concentrating on how children learn by supporting their wellbeing and learning strategies enables them to be more self-reliant, active learners who can exercise control over their own lives. Focussing on how children learn, supports them to develop their emotional and cognitive ability that will give them sufficient knowledge and understanding, that will enable them to have 'control over their lives'. Recognising these characteristics in daily observations ensures that practitioners can plan purposeful play experiences in relation to children's needs and interests to support children to construct positive attitudes to learning that will last a lifetime.

Subject	Autumn Term 1 (5 th September 2022 - 21 st October 2022)	Autumn Term 2 (1 st November 2022 – 16 th December 2022)
	 <p>Peace at Last By Jill Murphy Additional texts: Goldilocks and the three bears by Lauren Child Whatever Next by Jill Murphy Home by Carson Ellis Lullabyhullabaloo by Mick Inkpen</p>	 <p>The Three Little Pigs By Mara Alperin Additional texts: The Three Ninja Pigs by Corey Rosen Schwartz The Three Little Pigs from Revolting Rhymes by Roald Dahl The Three Little Wolves and The Big Bad Pig by Eugene Trivizas There's a pig up my nose by John Dougherty Little Red Riding Hood by Mara Alperin</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Establish and embed Nursery rules, routines (snack time, tidy up time, feelings house, mats in the block area, notice board) and boundaries. Introduce Develop a sense of responsibility through classroom tidy up jobs. Develop relationships with adults and peers. Introduce conscious discipline techniques to begin to support managing peer conflict and to develop assertiveness. Introduce sand timers as a strategy to support turn taking. <p>Links to text: Discuss Mr. Bear's emotions as he goes through the story Discuss what keeps us awake at night – noises, fears, light, worries. What can we do about it? Talk about bedtime routines. How do the pupils feel when they become over tired? Grumpy? Cross? Look at and discuss images of facial expressions and talk about feelings and emotions</p>	<ul style="list-style-type: none"> Continue to model and promote expected behaviours and routines. Encourage children to develop confidence and self-esteem through sharing their experiences through show and tell type activities. Continue to support secure relationships to develop, model friendly behaviour Continue to promote strategies to support children to take turns with resources <p>Links to text: Provide different enhancements around the classroom to develop confidence and encourage pupils to try new activities Should the three little pigs have made different decisions? Should they have built one house for all? Are they old enough to be on their own? Was the wolf wrong to want to eat the piggies? Were the piggies right to burn the wolf's bottom? Would you do that?</p>
Communication and Language	<ul style="list-style-type: none"> Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. (Kim's game, spot the difference, rhythm sticks, clapping rhythms, noisy neighbour) Model conscious discipline language to support children to verbalise feelings, needs and emotions. Support, encourage and model asking for help Model good looking, listening and sitting 'watch me' Support and develop understanding of when questions (Day or night PP) Know many rhymes Support starting a conversation with an adult or a friend Use a wider range of vocabulary 	<ul style="list-style-type: none"> Provide opportunities to enjoy listening to longer stories Encourage children to use longer sentences of four to six words Know many rhymes Model language and share a quality texts to support children to develop and use a wider range of vocabulary Encourage children to start a conversation with an adult or a friend
Key Language and Vocab to introduce:	Peace, 'at last', hour, tired nocturnal pretending, cuckoo, leaky, refrigerator, believe, owl, hedgehog, uncomfortable, peeped, alarm clock, yawn.	Teeny, tiny, beware, chuckled, giggled, reached, cheered, squealed, excitedly, warning, growling, snout, bellowed, yelped, scurried, chattered, roared, trembled, clattered, galloped, beady eyes, shivered, leaped, straw, field, brickyard, whiskers, chimney pot, cottage, forest.
Physical Development	<ul style="list-style-type: none"> Introduce to gross motor equipment and support children to use safely e.g. wearing helmets on bikes, travelling in anticlockwise direction around the track on wheeled toys. Introduce PE lessons and establish PE routine to support the children to develop independence in managing self-care. PE: Explore moving in different ways Promote lots of fine motor opportunities to develop strength in fingers (Dough Disco, tweezers, threading, stretch band etc) <p>Links to text: Act out Mr. Bear's slow, tired walk (on tiptoe) compared with Baby Bear's night-time game of aeroplanes and his bouncing on the bed at the end of the story Mark making on a large scale Playdough hedgehogs</p>	<ul style="list-style-type: none"> Christmas Yoga Support knowledge and understanding of how to use tools safely – hammering pumpkins and using a hot glue gun. PE: Parachute and team games Crayon disco <p>Links to text: Making marks according to the story on large paper. Teacher retells the story but adds actions for the pupils to respond to by mark making e.g. the wolf huffing and puffing, the wolf climbing up to the roof, the pigs trotting down the lane, the pigs rolling away due to the wolf huffing and puffing etc. Use tweezers to pick up piggy tails (spiral pasta) hidden in the mud Peg the legs onto the pig's body Use toy cement mixer, wheelbarrows and spades to develop fine motor skills Play piggy-in-the-middle Play dough pigs</p>

<p>Literacy</p>	<ul style="list-style-type: none"> Develop phonological awareness through providing opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. Add some marks to their drawings, which they give meaning to e.g. "That says mummy" Promote enjoying drawing freely Make marks on their picture to stand for their name Encourage engaging in story times <p>Links to text: Begin to understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing – look at the front cover of the book. Who is in this story? Where are they? Do the bears look cosy?/happy?/comfortable? How do we know? (Discuss the words 'cosy' and 'comfortable.')</p> <p>I wonder what is going to happen in this story? Giving meaning to marks drawing houses and bedrooms Promote retelling and sequencing story.</p>	<ul style="list-style-type: none"> Encourage children to retell and act out traditional fairy tales with story sacks and puppets Support children to make a representation of a favourite character in the story. Able to say which character it is and express some information about the character Sequencing to encourage recall Promote enjoying drawing freely Make marks on their picture to stand for their name Give meaning to marks – self-portraits and family portraits Develop phonological awareness through providing opportunities to develop awareness of rhyme and alliteration (rhyming magic, wallaby wallaby woo, rhyming chants, silly soup) Introduce helicopter stories to develop story telling skills <p>Links to text: Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p>
<p>Maths</p>	<ul style="list-style-type: none"> Explore language of size (big, medium & small) Sorting autumnal objects (size, type of object etc) <p>Links to text: Use shapes for a purpose (printing houses and in block play) Sort clothes, bed and props from the story for the three bears (Mr. and Mrs. Bear and Baby) according to size and develop 1-1 correspondence. Use compare bears Sort animals from the books and count how many of each Give pupils a template of pyjamas to create stripy patterns for Mr. Bear Identify numbers on a clock face Make Mr. Bear footprints and compare with their own. Use non-standard units of measure to measure and compare them.</p>	<ul style="list-style-type: none"> Introduce group time counting, modelling saying one number for each child in order. Develop understanding of cardinal principle Talk about and explore 2d and 3d shapes, introduce language to describe e.g. sides, straight, corners, pointy <p>Links to text: Make 2D and 3D houses using shapes Make 2D pigs and a wolf using 2D paper shapes Amounts of blocks, lego bricks, art straws, lolly sticks, pig tails (spiral pasta), to count and place next to corresponding digit Display toy pigs and ask the pupils to identify how many legs they can see, how many ears, snouts? etc Using non-standard units, measure the different houses Make your own 'cement' - measuring ingredients in cups</p>
<p>Understanding the World</p>	<ul style="list-style-type: none"> Develop positive attitudes about differences between people (learning names, looking at the different types of houses people live in) Talk about difference in materials through cooking – pizza & apple crumble Autumn Nature Walks to collect Autumnal objects <p>Links to text: Talk about day and night and explore nocturnal animals. Draw children's attention to any animal noises that they can hear. Are the animal noises they hear in the day different to the ones they hear at night? Have a pyjama party Look at shadows and investigate light and dark with torches Identify loud and quiet noises Discuss why we need sleep. What else do we need to be healthy? What is a cuckoo clock? Make comparisons between the bear's family and the pupil's family.</p>	<ul style="list-style-type: none"> Crib Service - St Phillips church trip (Nativity Story) Talk about difference in materials through cooking – gingerbread men. Talk about family and Christmas traditions Family decoration afternoon Christmas party Shire horse centre Trip <p>Links to text: Use a hairdryer decorated as a wolf – what items will move when the wolf huffs and puffs? - predict and then test Interactive story telling program What other materials would be good for building a house? Why? Look at homes in the community - what's the same, what's different? What do we know about wolves?</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> Teach action songs with visuals and props (singing spoons, singing stones, etc) and Makaton signs. Teach seasonal songs e.g. Hairy, Scary Castle, Autumn colours, Autumn leaves, I'm a little hedgehog Mixed media – crayons ink <p>Links to text: Create closed shapes when drawing to represent objects – house and bedrooms Junk model Mr. Bear's house, their own house and houses from around the world Make a patchwork quilt like the one on Baby Bear's bed using different art media Use musical instruments to create noises that might keep Mr. Bear awake at night Learn some lullabies – Rock-a Bye Baby, Hush Little Baby and accompany with appropriate percussion instruments Make masks of the characters for use in role-play</p>	<ul style="list-style-type: none"> Making marks to music (the nutcracker) Exploring colour and mixing - Firework brusho Introducing Inks for colour mixing Teach Christmas songs Rehearse Nativity Show emotion in paintings and drawings – Self portraits Transient art Making Christmas cards – Christmas tree with sticks Making Christmas decorations <p>Links to text: Lego bricks, lolly sticks and art straws in builder's tray for the pupils to sort and build Make wooden spoon pigs for role play Outside play – real bricks, real hay/straw/sticks to build with – den building Make a 3D house frame using playdough and straws or marshmallows and pasta Pretend to be the wolf and use a straw to blow paint across paper Painting/printing with blocks/straw and twigs Sing and dance to the Higgly Piggy Hokey Pokey & sing Old McDonald/ Farmers in the den</p>
<p>Home Learning</p>	<ul style="list-style-type: none"> Parents/Carers to send in a photograph of children snuggled in their bed. Parents/Carers to send in a photograph of their house for the next session. 	

Subject	Spring Term 1 (4 th January – 17 th February 2022)	Spring Term 2 (27 th February – 31 st March 2022)
	 <p>Let's all creep through crocodile creek By Jonny Lambert Additional texts: Find me a Tiger by Lynley Dodd All Aboard for the Bobo Road by Stephen Davies The Gruffalo by Julia Donaldson Alfie's Feet by Shirley Hughes The Selfish Crocodile by Faustin Charles</p>	 <p>The pirates are coming By John Condon Additional texts: The Pirates Next Door by Jonny Duddle Ten Little Pirates by Mike Brownlow How I became a Pirate by Melinda Long Commotion in the Ocean by Giles Andreae Peter Pan (1953 film) by Disney</p>
Communication and Language	<p>Continue to...</p> <ul style="list-style-type: none"> Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. (Kim's game, spot the difference, rhythm sticks, clapping rhythms, noisy neighbour) provide many opportunities so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Model conscious discipline language to support children to verbalise feelings, needs and emotions. Support, encourage and model asking for help Model good looking, listening and sitting 'watch me' Support and develop understanding of when questions <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns <p>Now Press Play – Travel</p>	<p>Continue to...</p> <ul style="list-style-type: none"> Provide opportunities to develop listening and attention skills: environmental sounds, body percussion and instrumental sounds. (Kim's game, spot the difference, rhythm sticks, clapping rhythms, noisy neighbour) provide many opportunities so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Model conscious discipline language to support children to verbalise feelings, needs and emotions. Support, encourage and model asking for help Model good looking, listening and sitting 'watch me' Support and develop understanding of when questions <ul style="list-style-type: none"> Support children to enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities) Now press play – Pirate adventure
Key Language and Vocab to introduce:	<p>Journey, adventure, creep, creek, shortcut, crooked, knobbly, gnarly, clambered, pokey, pointy, scritch, scratchy, vines, chuckled, flippy, whippy, slimy, slippy, slidey, gloomy, scary, starey, pish posh! panic, glowed, fearsome and frightful.</p>	<p>False alarm, warnings, pelican, attic, barrel, bobbing, villager, rusty, special, trudged, yelled, silently, harbour, gangplank, captain, crew, ashore, narrow, marched, growled, welcome and crossbones.</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> How to be a kind friend <p>Links to text: Mouse does not really listen to his friends. How can we show our friends we are listening? Discuss the different reactions and emotions of the three animals as they go on their journey Discuss what scares us – noises, things we don't know about, worries. What can we do about it? What can we do or say to help friends who are worried or scared? Introduce different enhancements around the classroom – encouraging pupils to try new activities and develop confidence</p>	<ul style="list-style-type: none"> Encourage children to think about how they can be kind and introduce 'compliments' <p>Links to text: Do you think Tom feels lonely waiting on the hilltop? Have you ever felt lonely? How can we help each other in school so that no-one feels lonely or left out? Play collaborative parachute games to encourage working together Tom takes his favourite book, some crayons and his teddy to the top of the hill to keep himself busy while he waits. How do you keep yourself busy when you are on your own? Pirates love treasure. What are the things that are most important in your life?</p>
Physical Development	<ul style="list-style-type: none"> Using tools and equipment safely – hammers and nails for making valentines hearts Fine motor threading – Valentines cards PE: Obstacle courses Introduce RWI formation rhyme name sheets to support anticlockwise movements <p>Links to text: Play 'Follow my Leader' games How many different ways can you move on your feet? Practise tying shoelaces Use playdough to make the characters in the story In a thin layer of dry sand or a mix of cornflour and water in a builder's tray, ask the pupils to take their finger and make a long, winding road. Can they follow instructions as to which direction to take? Build an obstacle course to balance, clamber, swing, hop, walk and run like the animals in the story Use tweezers to pick 'thorns' (small twigs) out of plasticine</p>	<ul style="list-style-type: none"> Team games – the pirates are coming Using tools and equipment safely – hammering tins to make plant pots Pirate adventure yoga <p>Links to text: Play quoits and skittles, and simple team games such as Captain's Coming! (following instructions – To the ship! To the shore! Man overboard! Walk the plank! Scrub the decks!) 'Walk the Plank' – i.e. practice balancing on an upturned P.E. bench with a landing mat for safety Thread beads onto pipe cleaners. Use large or small construction resources to build a pirate ship Wrap 'presents' for the welcome home party Use beads, shells, small stones and coloured rice to make patterns in play dough Use tweezers to retrieve 'treasure' from jelly</p>

Literacy	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Continue to provide many opportunities and activities to promote awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Introduce Fred and begin Fred talk activities (segmenting and blending) Write some or all of their name – support with RWI rhymes and guides to support formation of letters in name <p>Links to text: Give meanings to marks to draw tortoise. Journey maps - giving meaning to marks</p>	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Support to children to write some or all of their name Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Introduce Fred and begin Fred talk activities (segmenting and blending) World book day <p>Links to text: Giving meaning to marks – pirate ships and sea creatures</p>
Maths	<ul style="list-style-type: none"> Introduce dice games to promote children to subitise Introduce number rhymes to support formation of numbers Activities to support showing numbers to 5 on fingers Positional language (link with obstacle courses) Talk about familiar routes <p>Links to text: Have a selection of model animals, including those in the story Use balance scales to predict and find which is the heaviest/lightest Sort the animals in different ways Compare adult footprints with the pupils’ footprints – measure using non-standard units of measure Give pupils a template of tortoise’s shell to decorate with shapes Can the pupils identify circles, spirals and triangular shapes in the story?</p>	<ul style="list-style-type: none"> Introduce comparing groups at group time e.g. more than/fewer than Continue to support 1:1 correspondence <p>Links to text: Wrap some 3D shape ‘presents’ to welcome the pirates home and learn the shape names, also good for developing motor skills! Use the coins made (see EAD row) for counting. For some pupils, ascribe them a value, e.g. one gold coin is the same value as two silver coins Encourage the pupils to pay for their snack Encourage estimation – how many coins are there? Use the coins at a pirate shop selling ‘booty’ How can we share the ‘treasure’ (coins) equally between all the pirates in a group? Use the PD ‘Walking the Plank’ activity to demonstrate subtraction!</p>
Understanding the World	<ul style="list-style-type: none"> Care for the tortoises Trip to Delamere forest – Gruffalo Trail Learn and research animal facts Making biscuits – Valentine’s Day Talk about collections of material that are similar and different – Link to texture <p>Links to text: Special journeys – where do you go on special days and why? (holiday journeys, visiting friends/relatives/faith journeys) Leave items in the environment that are knobbly/gnarly, lumpy/bumpy, pokey/pointy, slippery/slidey and encourage investigation of these with their hands and a magnifying glass Talk about how well the crocodile and tiger are camouflaged Discuss the life cycle of a crocodile What sort of tracks do mice, rabbits, tortoises and crocodiles leave? Programme a Beebot to go on a journey on a playmat</p>	<ul style="list-style-type: none"> Begin to plant seed and learn how to care for growing plants Explore difference in materials – sinking and floating Learn about animals that live in the sea Spot signs of spring Plant pots for Mother’s Day Mother’s Day stay and play <p>Links to text: Look at a globe and a map of the world. (Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented). Why is a map flat and a globe a sphere? Look at the size of the oceans compared to land. What is an island? Find some islands. Find and mark countries where pupils were born or have visited Invite pupils and families with experiences of living in other countries to bring in photographs and objects from their home cultures Why did pirates use maps? Investigate a compass How do we find our way around these days? Explore forces through magnets (treasure or trash)</p>
Expressive Arts and Design	<ul style="list-style-type: none"> Bus role play – All aboard to Bobo Road Guided drawing – tortoises Textures – Tortoise shell Writing and playing music with dots and lines Gruffalo song with Makaton <p>Link to text: Go on a journey (a nature walk) and make a journey stick, i.e. a memento of the walk with items attached to it such as leaves, twigs, flowers, feathers collected on the walk Have the pupils walk through paint and onto lining paper to make a trail (barefoot or in wellies). Cut the prints out and make a trail for the pupils to follow Act out the story and the characters’ movements as they encounter each obstacle (imaginative movement) Add some music/percussion to your drama – The Hall of the Mountain King by Grieg is atmospheric Take crayon rubbings of different textured surfaces. Add sand or wood chippings to paint to add texture to the pupils’ paintings</p>	<ul style="list-style-type: none"> Enhance role play area with pirate props Daffodil observational drawings Introduce new songs to familiar rhymes and seasonal songs e.g. If you want to be a pirate say oo argghhh & This is the way we walk the plank <p>Links to text: Design their own pirate flag. Learn some sea shanties or simple pirate poems to perform (e.g. One-eyed Jack, Mrs. Pirate, Captain Patch the Pirate) Drama – practise talking and acting like a pirate: Land ahoy! Shiver me timbers! Aye, aye, Capt’n! Ooh arr me hearties! Yo ho ho! Plan do and review - make their own treasure map of the indoor or outdoor area Encourage careful observation, as if they were flying overhead and looking down Use shells or small pebbles for sorting and pattern making. Press real coins into homemade salt dough. Bake them hard in a cool oven and the pupils can paint them gold/silver</p>
Home Learning Ideas	<p>Learn and research animal facts</p>	<p>Egg box treasure chests Message in a bottle</p>

Subject	Summer Term 1 (17 th April – 26 th May 2022)	Summer Term 2 (6 th June – 21 st July)
	 <p>Gigantosaurus By Jonny Duddle</p> <p>Additional texts: Dinosaur Roar by Paul and Henrietta Stickland Katie and the Dinosaurs by James Mayhew The big book of dinosaurs by Usborne How big is a million? by Anna Milbourne Volcanoes Usborne Beginners</p>	 <p>The Sea Saw By Tom Percival</p> <p>Additional texts: That rabbit belongs to Emily Brown by Cressida Cowell The Teddy Robber by Ian Beck Where's my teddy? By Jez Alborough Under the same sky by Britta Teckentrup</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Begin to support understanding on the perspective of others <p>Links to text: Would you do what Bonehead did? What did he do that was wrong? Why did his friends not believe him? Have you ever told a lie? What happened? Should we tell lies? Why is being honest better? Was Bonehead a good friend? What makes a good friend? Were the others good friends?</p>	<ul style="list-style-type: none"> Support transition to reception class – develop relationship with new teacher and environment <p>Links to text: What objects are incredibly special to you? Why? How would you feel if you lost something precious or special to you? The story says the wind was cross. What makes you cross and what do you do about it? Why do you think Sofia and her granddaughter went back to the beach at the end of the story? If you or a friend has lost something, what could you do to help them to find it? Collect lost property from around the school – the children could make posters/write labels for the rest of the school How is Sofia feeling at the end of the story? Have a teddy bears' picnic – ask the children to bring their favourite teddy into school for the picnic – this could lead to additional writing activities – writing invitations for the picnic</p>
Communication and Language	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play <p>Now Press Play - Dinosaurs</p>	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play <p>Now Press Play - beach</p>
Key Language and Vocab to introduce:	<p>Beyond, lava, flow, herbivore, carnivore, omnivore, graze, beware, lookout, termite, emergency, beast, lurks, enormous, explore, fear, jaws, muffled, survived, shrugged and palaeontologist.</p>	<p>Beloved, tatty, perfect, pounded, tumble, curiously, battered, company, returned, replace, locket, shoals, shimmering, hitched, guide, concerned, dock and harbour</p>
Physical Development	<ul style="list-style-type: none"> Continue to support and promote fine motor skills opportunities to develop finger strength Promote 'pinch and flick trick' to support children to use a tripod grip to make marks Use tools and equipment safely without direct supervision Wrapping sticks with twine – butterfly bodies <p>Links to text: Create an archaeological dig in the sand pit Develop sensory writing in a dinosaur swamp – in builder's tray Make dinosaurs using a variety of different shaped pasta and play dough Using tweezers and beads cover the dinosaurs to give them a textured/scaly look Use a water spray to melt the frozen dinosaur eggs Move like a dinosaur – stomp like a T. Rex, stretch up tall like a Brachiosaurus, run like a Velociraptor, flap your arms to 'fly' like a Pteranodon, tiptoe like a Triceratops, swing your tail like a Stegosaurus</p>	<ul style="list-style-type: none"> Talk about and identify healthy and unhealthy foods PE: Sports day practice <p>Links to text: Dig, build and decorate sandcastles in the sand pit Develop sensory writing in trays of dry/wet sand Use Blockplay for boat building Weave a picnic blanket with strips of card or fabric Show increasing control over a beach ball and a smaller ball in pushing, patting, throwing, catching or kicking it Cut long strips of paper and draw bold lines on them (zigzag like the bear's journey, wavy like the sea, straight like the train tracks). Stick them to a table edge for pupils to practise their scissor skills Use buckets of water and paint brushes for big patterns/writing on the playground as we do in the sand on the beach</p>
Literacy	<ul style="list-style-type: none"> Begin to teach sounds for children who are developmentally ready – Read Write Inc Continue to support developing phonological awareness skills spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Continue to promote many 'Fred Frog' activities to support developing understanding of segmenting and blending sounds Further support to recognise name – If required Continue to support formation of letters from name Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing – write invitations to the Father's Day picnic Write some letters accurately Support children to use developing phonics skills to write simple words Begin to segment and blend sounds to read words. <p>Links to text: To sequence images depicting key events in the story and use the images to retell the basic storyline</p>

	<p>Links to text: To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.</p>	
Maths	<ul style="list-style-type: none"> Extend and create patterns – eg.. caterpillar bodies with pom poms (ABAB) Notice and correct errors in repeating patterns <p>Links to text: Make 2D shape pictures of dinosaurs Measure dinosaur footprints with non-standard and standard measurements Use laminated dinosaurs with numbers on and use pegs for the corresponding spikes Match mini dinosaurs to numicon tiles Use mini dinosaurs to add and take away when singing dinosaur rhymes Use dinosaur egg halves to create and solve halving problems Sort dinosaurs and make patterns on dinosaurs Create Venn diagrams using hoops labelled with different sorting criteria – e.g. herbivore/carnivore/omnivore, walks on two legs/four legs</p>	<ul style="list-style-type: none"> Describing familiar routes – maps for journeys Sequencing events <p>Links to text: Use 2D shapes to make pictures of a teddy bear Count in 2s – setting the picnic blanket Explore volume with different sized and shaped containers and water, order containers by capacity • Sort and classify using counting bears The text provides lots of examples of positional language and the language of time Use real objects to illustrate 2D and 3D images from the story, e.g. beach ball, picnic hamper, kite, flask, plates, picture frames, and use mathematical terms to describe them</p>
Understanding the World	<ul style="list-style-type: none"> Learning about the lifecycle of a butterfly Continue to plant seeds and care for them Talk about the different types of dinosaurs – herbivores and carnivores <p>Links to text: Create a time capsule of modern-day treasure/special things – bury it for other children to find in years to come Freeze dinosaurs in balloons for the pupils to investigate – frozen dinosaur eggs! Take a trip to a museum with a dinosaur exhibit Become green screen dinosaur experts Make mini volcano eruptions using Coca Cola and Mentos Play dinosaur games on PBS KIDS (click Dinosaur Games under 'more topics') Use Kiddle (pupil's search engine) to allow children to research their favourite dinosaurs</p>	<ul style="list-style-type: none"> Trip to the beach Father's Day picnic Harvest the crops Plant sunflowers Spanish Day <p>Links to text: Look at a map of the UK and cities, towns, villages near the sea, inland or on islands of the UK Consider asking a grandparent or friend of the school in to talk to the pupils about the types of toys they played with as a child Investigate what sort of telephones people used before they had mobiles Investigate the seasons Find out more about oceans, rivers, lakes, streams Investigate what materials float/sink</p>
Expressive Arts and Design	<ul style="list-style-type: none"> Brusho hungry caterpillar patterns with bubble wrap Mixing media (inks and crayons) – Butterfly wings Musical instruments to create dinosaur sounds <p>Links to text: Learn and sing songs about dinosaurs – Dinosaur, dinosaur turn around; A dinosaur went stomping one day Create a dinosaur den in the role play area • Use small world play – small stones and egg box volcanoes • Block play/junk modelling – make a dinosaur world Create dinosaur skeletons using black card and white straws Create dinosaurs with half a paper plate and kitchen rolls for legs Make dinosaur heads using an egg box Add musical accompaniment to the sounds dinosaurs make and rhymes Make a plasticine dinosaur and add pasta shape 'spikes'</p>	<ul style="list-style-type: none"> Mark making to music Brusho blue and yellow beach background to create beach images <p>Links to text: Listen to storm at sea music contrasting with calm sea music – expressive dance/movement Experiment with percussion instruments to accompany the expressive dance Provide resources for the pupils to consider what they could make for a teddy so that a child would not lose him Create a lost property box with lost property found in school Make a jointed teddy bear from card and split pins</p>
Home Learning Ideas:	<p>Order the lifecycle of a butterfly Share RWI names to support formation Explore the different types of foods that animals eat (herbivore and carnivore)</p>	<p>Talk to family members about games they played when they were little</p>