



# THERE'S NO FULL STOP TO LEARNING

Year Reception Term Autumn 1 Topic: Dinosaurs

*Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

## Personal, Social and Emotional Development

**Settling into our new environment, making new friends and adjusting to our new daily routines.**

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. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing.

## Mathematics

**Ordering dinosaurs by size and weight. Counting songs and stories. Creating our own dinosaur collages with different shapes.**

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. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.

## Communication and Language

**Free flow activities provided to encourage lots of talking and sharing of ideas. Vocabulary related to our dinosaur topic. Sharing time and group sessions.**

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. • 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. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding.

## Physical Development

**Exploring the Reception environment, both indoors and outside. Free flow activities on offer to strengthen both gross and fine motor skills.**

**Moving like dinosaurs, using a range of equipment. Making models of dinosaurs using a range of materials and fine motor skills.**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - 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.

## Skills and Knowledge

### Understanding the World

**Learn about dinosaurs through a range of resources. Explore different environments through small world play. Use the school garden to explore natural materials and engage in imaginative play related to our Dinosaur topic.**

**Circle time to encourage sharing about ourselves and our families.**

Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • 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. • Understand the effect of changing seasons on the natural world around them.

## Literacy

**Daily phonics sessions, games and songs. Handwriting games and activities to strengthen our muscles. A literacy rich environment to encourage recognition and confidence.**

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..

• 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.

## Expressive Arts and Design

**Dinosaur masks, models and scenes. Music to match dinosaur movements. Encouraging and praising imaginative games based on our theme.**

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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.