

PHYSICAL DEVELOPMENT

Gross Motor Skills

- move in different ways - like dinosaurs / creatures
- move to a beat – stamp, flap, stride etc
- move to a rhythm building up a repeating sequence
- large painting / chalking on walls and the ground to make footprints, dinosaur shadows

Fine Motor Skills

- mark making – drawing / painting / chalking dinosaurs, animals and skin patterns
- writing – form and join letters correctly and clearly with entry and exit stroke
- handle a range of equipment and tools effectively to make models and pictures of creatures
- cut accurately on a line – straight, angled or curved – cut out creatures, footprints, own pictures etc

Health

- talk about keeping healthy around animals and keeping animals and themselves healthy and strong
- make healthy food choices during role-play, cooking activities and during the day (fruit choices, lunches and drinking milk and / or water)



DINOSAURS AND OTHER CREATURES

RECEPTION 2018



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- understand and follow rules for safety
- develop confidence to try new activities and express their views about them and their ideas
- persevere with activities, choose own resources and equipment and ask for help only when needed
- take account of the ideas, opinions and feelings of other people
- show sensitivity to the needs and feelings of others

UNDERSTANDING THE WORLD

- talk about and compare own and other people's experiences, likes/dislikes and ways of doing things
- look at the habitats and land features of where dinosaurs lived and where creatures live today using maps, photos and personal observations – What is the same? What is different?
- compare local habitats with relation to where creatures would choose to live
- changes – observe, discuss and record changes to eggs, the chicks as they grow, animals, growing dinosaurs, local environment
- use variety of technology (phones, computers, walkie-talkies, cameras) to find, communicate and share information and observations of living things and their changes over time

COMMUNICATION AND LANGUAGE

- listen and respond appropriately to other people, being aware of their needs, and use the correct tense in speech
- learn topic specific vocabulary – names of creatures, body parts, names of young animals, descriptive language, plants that animals eat
- ask how and why questions to find out information
- talk about and re-enact experiences of dinosaurs and animals eg visits to museums / farms / zoos / sea life centres etc, caring for pets, hatching of incredible eggs through:
 - small world – creating habitats or museums for dinosaur / farm / zoo / sea life sets
 - puppets
 - role-play – exploring for dinosaurs or wild animals (jungles, pre-historic lands) ,camping, vets' surgery, pet shop
- re-tell own and imaginative experiences, observations and knowledge about creatures
- re-tell and compose stories using pictures / props / puppets etc.
- compose captions / letters / e-mails / phone conversations to book appointments with the vet, order equipment and food for pets, shopping lists

LITERACY

Writing using phonic knowledge, tricky word spelling and sentence skills

- instructions - caring for eggs / creatures
- letter/email/postcard - to class dinosaur / his mummy
- lists - animals, features, habitats, shopping
- information - fact sheets / pages about dinosaurs
- labels – animal parts, descriptions of dinosaurs / chicks
- signs – warning / danger / behaviour
- diary - hatching of eggs
- blogs - share information about eggs
- information table about dinosaurs
- simple stories – retell / compose own short stories
- captions – models, paintings, photographs

Reading using phonic knowledge and tricky word recognition to develop fluency and understanding of simple sentences

- simple dinosaur and animal stories
- facts and information about dinosaurs and other creatures

EXPRESSIVE ARTS AND DESIGN

Create images of dinosaurs/creatures and represent experiences through:

- printing - footprints, fossils etc by pressing onto or into materials, details on pictures for skin and features on dinosaurs using textured materials to make prints - sponge, scrunched paper, rags etc
- painting – dinosaurs/creatures / backgrounds on different papers using range of tools to get different effects
- modelling - select suitable materials, appropriate techniques and correct equipment to make the features on dinosaurs and creatures e.g. tails, claws, spikes etc
- music – use range of instruments, materials and body parts and voice to make noises that dinosaurs may have made and to accompany dinosaur songs and rhymes
- role-play – create dressing up costumes and move like dinosaurs and other creatures
- acting - exploring for dinosaurs and creatures thinking about movements, equipment and signs to look for

MATHEMATICS

Numbers

- 2-digit numbers to at least 20 – use numbers to order and position dinosaurs/creatures, count out accurately into groups, compare sizes of groups
- **practical** addition, subtraction and sharing to solve problems related to dinosaurs, animals and real life situations – how many altogether / in total, how many are left, how many would each get
- explain practical work using objects, pictures and numbers

Shape, Space and Measure

- use shape names, descriptions and comparisons when describing, comparing and making dinosaurs, animals, cages
- use comparative language - taller / longer / shorter / wider / narrower / heavier / lighter / further / nearer to compare and order dinosaurs and animals
- use positional language to describe and place dinosaurs/creatures in their habitat
- use time language related to passing of time – before / after / later / next etc when talking about what the dinosaurs did
- use coins to pay for items for going exploring or for pets