

		Summer 1 2016/2017 Dinosaurs (and hairdressers!)		
		Nursery	Reception	Activities
Prime	PSED Physical, Social Emotional	<ul style="list-style-type: none"> ▪ Can usually adapt behaviour to different events, social situations and changes in routine. ▪ Explains own knowledge and understanding, and asks appropriate questions of others. 	<ul style="list-style-type: none"> ▪ choose the resources they need to plan and carry out activities they have decided to do. ▪ They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. ▪ They can listen to each other's suggestions and plan how to achieve an outcome without adult help. ▪ They can take account of one another's ideas about how to organise their activity. 	<ul style="list-style-type: none"> ▪ Enquiry based learning projects ▪ Topics that are chosen by the children ▪ New P.E. sessions from coaches ▪ School visits
	PD Physical Development	<ul style="list-style-type: none"> ▪ Can copy some letters, e.g. letters from their name. ▪ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it ▪ Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 	<p>Child shows good control and coordination in large and small movements such as running, jumping, skipping,</p> <p>They are beginning to be able to write on lines and control letter size.</p> <p>Child knows the importance for good health of physical exercise and a healthy diet and can talk about ways to keep healthy and safe</p>	<ul style="list-style-type: none"> ▪ Extra P.E. sessions ▪ Link eating habits of dinosaurs to our habits ▪ Name writing area set up ▪ Focus in super sentences upon smaller letters/on the line ▪ Finger gym
	Communication and language	<ul style="list-style-type: none"> ▪ Responds to instructions involving a two-part sequence. ▪ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. ▪ Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<ul style="list-style-type: none"> ▪ Child listens attentively in a range of situations. ▪ They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly. ▪ Child can follow instructions involving several ideas or actions. ▪ They use past, present and future forms accurately when talking about events that have happened or are to happen in the future ▪ They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. 	<ul style="list-style-type: none"> ▪ Visits out to gain information for enquiries ▪ Enquiry tasks to involve increased instructions, P.E. sessions too. ▪ Discussions about dinosaurs to prompt discussions about spoken tenses ▪ Retelling dinosaur stories e.g. dinosaur roar, re-writing 10dinosaurs. ▪ Vocab wall ▪ Reception to teach Nursery topic words
	Specific	Maths Number	<ul style="list-style-type: none"> ▪ . Estimates how many objects they can see and checks by counting them ▪ In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. ▪ Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects 	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <ul style="list-style-type: none"> ▪ They solve problems, including doubling, halving and sharing <p>They solve practical problems that involve combining groups of 2, 5, 10 or sharing into equal groups</p>

<p>Shape Space Measure</p>	<ul style="list-style-type: none"> ▪ . Shows interest and awareness of similarities of shapes in the environment ▪ Uses familiar objects and common shapes to create and recreate patterns and build models ▪ Orders and sequences familiar events. 	<ul style="list-style-type: none"> ▪ Child use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities, objects and to solve problems 	<ul style="list-style-type: none"> • Continued calendar shapes • Hair salon: capacity of shampoo, length of hair • Balance scales in outdoor area, weighing scales in home corner • 2d shape dinosaurs • Construction area set up to encourage 3D shape sorting and building • Visual timetable set up
<p>Literacy</p>	<ul style="list-style-type: none"> ▪ Continues a rhyming string. Hears and says the initial sound in words ▪ Listens to stories with increasing attention and recall. Suggests how the story might end. ▪ Writes own name. ▪ 	<ul style="list-style-type: none"> ▪ They demonstrate understanding when talking with others about what they have read, or what has been read to them ▪ Children read many irregular but high frequency words ▪ They write simple sentences which can be read by themselves and others. ▪ They use key features of narrative in their own writing. 	<ul style="list-style-type: none"> ▪ Storytime/shared story time with Nursery ▪ Phonics through play outside ▪ open sessions ▪ Story maps ▪ HF word bookmarks sent home ▪ Guided reading through phonics set up ▪ S.C. for sentences displayed ▪ Model re-writing stories, vocab wall.
<p>Creative</p>	<ul style="list-style-type: none"> ▪ . Taps out simple repeated rhythms ▪ Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance ▪ Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences 	<ul style="list-style-type: none"> ▪ Child develops their own ideas through selecting and using materials and working on processes that interest them. <p>Child use what they have learned about media and materials in purposeful and original ways.</p> <ul style="list-style-type: none"> ▪ They can talk about features of their own and others' work, recognising the differences between them and the strengths of each. 	<ul style="list-style-type: none"> • 3d dinosaurs • 2d dinosaurs • Phonics sessions • Enquiry based projects • Dinosaur textures
<p>Knowledge and Understanding of the</p>	<ul style="list-style-type: none"> ▪ Shows interest in different occupations and ways of life. ▪ Developing an understanding of growth, decay and changes over time ▪ Completes a simple program on a computer 	<ul style="list-style-type: none"> ▪ They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. ▪ They can make observations of animals and plants and explain why some things occur, and talk about changes including in simple experiments ▪ Child knows that the environment and living things are influenced by human activity ▪ Knows that information can be retrieved from computers ▪ They select and use technology for particular purposes. 	<ul style="list-style-type: none"> ▪ Learning about different religions ▪ R.E. sessions with SD ▪ Learning about dinosaurs timeline ▪ Dropping rubbish: what would our fossils be? ▪ Enquiry based learning: finding out, recording, presenting. ▪ Purplemash.