

TITLE		WHO AM I? – Kindi3+ - Spring 2022	
CONCEPTS	Belonging, Love Trust, Care	KEY QUESTION	Does our Blackmoor Family Matter?
GROUNDING TEXT	What the Dinosaurs did last night Dinosaurs Love Underpants	PROJECT FOCUS	Proud Display Walls shared with parents Dinosaur Hunt around the school grounds
CROSS CURRICULAR LINKS			
Prime Areas of Learning			
Communication & Language	Personal, Social & Emotional Development	Physical Development	
<p>Children learn to:</p> <p><i>Understand simple questions - 'who', 'what' and 'where'</i></p> <p>Enjoy listening to stories and remember some key events</p> <p>Begin to pay attention to more than one thing at a time</p> <p>Begin to follow an instruction with two parts</p> <p>Begin to understand some 'why' questions linked to stories/events in the day</p> <p>Use a wider range of vocabulary, linked to project</p> <p>Sing a repertoire of nursery rhymes and songs</p> <p>Talk about familiar books</p> <p>Continue to develop use of different tenses, not always correct</p> <p>Use longer sentences of 4/5 words</p> <p>Start a conversation with an adult or a friend and continue it for several turns</p> <p>Use talk to organise themselves and their play "lets go a bus....you sit there...I'll be the driver"</p>	<p>Children learn to:</p> <p>Select and use activities and resources, with help when needed</p> <p>See themselves as part of a community nursery class and wider school</p> <p>Begin to play with one or more other children</p> <p><i>Begin to show 'effortful control'</i></p> <p>Talk about their feelings using words like 'happy', 'sad' 'angry' 'worried'</p> <p><i>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</i></p> <p>Follow classroom rules with support</p> <p>Develop independence within self-care routines</p>	<p>Children learn to:</p> <p>Continue to develop movement skills – <i>walking, running, jumping &amp; climbing</i></p> <p>Continue to develop balancing skills – at low level</p> <p>Continue to develop riding skills – scooter / trike / balance bike</p> <p>Continue to develop ball skills – rolling</p> <p>Skip, hop, stand on one leg, hold a pose for a game like musical statues</p> <p><i>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</i></p> <p>Show a preference for a dominant hand</p> <p>Use some one-handed tools and equipment e.g. jugs for pouring</p> <p>Hold a pencil with a comfortable grip</p>	
Specific Areas of Learning			
Literacy... <i>including Phase 1 Phonics</i>	Mathematics	Understanding the World	Expressive Arts & Design
Children learn to:	Children learn to:	Children learn to:	Children learn to:

<p>Joins in with P1 activities, aspects 1 to 6 and are able to:</p> <ul style="list-style-type: none"> <li>Spot and suggest a rhyme</li> <li>Clap syllables in a word</li> <li>Recognise words with same initial sounds</li> </ul> <p>Enjoy sharing a book with an adult Begin to understand some of the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print has meaning</li> <li>Names of different book parts</li> <li>Page sequencing</li> </ul> <p>Make marks on picture to represent name Add some marks to their drawings, which they give meaning to. Write some or all of their name * See CL for comprehension skills</p>	<p>Develop fast recognition of up to 3 objects (subitising) Recite numbers past 5 Say one number name for each item in order:1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Show fingers up to 5 Experiment with their own symbols and marks as well as numerals Solve real world problems with numbers up to 5 Talk about and explore 2D shapes using informal and mathematical language Extend and create ABAB patterns Begin to describe a sequence of events using 'first', 'then'</p>	<p>Begin to use all their senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, beginning to use a wider vocabulary Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people.</p>	<p>Take part in pretend play, using an object to represent something else Explore different materials freely, develop their ideas about how to use them and what to make Create closed shapes with continuous lines, and begin to use these shapes to represent objects Begin to add more detail to their drawings Explore colour and colour mixing Develop stories using small world Listen with increased attention to sounds Sing and remember some simple rhymes and songs Play instruments with increasing control Make movements to music</p>
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### EYFS CHARACTERISTICS OF EFFECTIVE LEARNERS

<p style="text-align: center;"><b>Playing &amp; Exploring</b></p> <p style="text-align: center;"><i>(Finding out and exploring, playing with what they know, being willing to have a go)</i></p>	<p style="text-align: center;"><b>Active Learning</b></p> <p style="text-align: center;"><i>(being involved and concentrating, keep on trying, enjoying achieving what they set out to do)</i></p>	<p style="text-align: center;"><b>Creating &amp; Thinking Critically</b></p> <p style="text-align: center;"><i>(having their own ideas, choosing ways to do things)</i></p>
<p>Children learn to:</p> <p>Show curiosity about objects, events and people Engage in open ended activity Show particular interests Initiate activities Seek challenge and show a can do attitude</p>	<p>Children learn to:</p> <p>Maintain focus on their activities Show high levels of energy and fascination Not easily distracted Pay attention to details Persist with activities when challenges occur</p>	<p>Children learn to:</p> <p>Finding ways to solve problems Finding new ways to do things Planning and making decisions on how to approach a task Checking how well their activity is going</p>

<p><b>BRITISH VALUES</b></p>	<p>Rules of Law-rules of school, taking care of our own and others things Respect and Tolerance-promote respect for individual differences</p>	<p><b>OUTDOOR LEARNING OPPORTUNITY</b></p>	<p>Exploring the wider school grounds, and different outdoor spaces-new learning area in the orchard/secret garden.</p>
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**VOCABULARY DEVELOPMENT**

<b>PROJECT SPECIFIC:</b> <i>(Geography, DT)</i>	Names of natural features of immediate environment- different trees, explore leaves, bark, spring plants	<b>ONGOING</b> <i>(word of the day, etc)</i>	Key concept words, Favourite 5 vocabulary (see below). Naming different dinosaurs- Pterodactyl, Brontosaurus, Tyrannosaurus, Raptor, Parasaurolophus, Stegosaurus.... Herbivore, Carnivore, Omnivore		
		<b>ORACY OPPORTUNITY</b>	Singing our favourite nursery rhymes, join in with repeated refrains in stories. Use story props to retell stories. Talk about what stickman could play or make in all the areas in nursery. E.g. tree house (blocks), drawing his family (creative).		

**KEY/PLANNED EVENTS**

<b>Pre Assessment Task:</b> Does our Blackmoor Family Matter?	Arrival of Dinosaurs!!	What do we know about dinosaurs?	Geography of the extended school grounds – learning about the school environment.	Display Floor book/Proud Wall for critical audience	<b>Post Assessment Task:</b> Revisit key Concept question. Add to pre assessment Task, what we now know- facts about dinosaurs
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**Favourite 5 Texts-Spring**

<b>Text:</b> Hide-a-saurus	<b>Text:</b> My Granny Went to Market	<b>Text:</b> Dinosaur Roar!	<b>Text:</b> Dinosaur Rhymes	<b>Text:</b> Captain Flynn and the pirate dinosaur
<b>Text:</b> Rainbowfish	<b>Text:</b> Worry-saurus	<b>Text:</b> Harry and his Bucket Full of Dinosaurs	<b>Text:</b> The Wonky Donkey	<b>Text:</b> Dinosaurs wear underpants