

TITLE		WHO AM I?	
CONCEPTS	Identity, Individuality, Fairness, Responsibility	KEY QUESTION	Should we still care about things we cannot see?
GROUNDING TEXT	What the Dinosaurs did last night Dinosaurs Love Underpants	PROJECT FOCUS	Dinosaur Floor Book Displayed Dinosaur hunt in teams around school grounds
WRITING ACROSS THE CURRICULUM	CROSS CURRICULUAR LINKS		
<ul style="list-style-type: none"> <li>Name</li> <li>Family members</li> <li>Early mark making using a range of writing equipment (paint, pencils, chalk etc.)</li> <li>Gross motor and fine motor skills</li> <li>Symbols and characters in the environment</li> </ul>	<p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>Rules and boundaries, key person group circle games, manners and turn taking, demonstrating friendly behaviour and begins to explain own knowledge and ask appropriate questions. Is more outgoing with unfamiliar people and is confident to ask familiar adults for help as well as adapting behaviour to different events.</li> </ul> <p><b>L&amp;A:</b></p> <ul style="list-style-type: none"> <li>Listening to story and other friends during any small group time throughout the day. Can join in with nursery rhymes, PE – instructions and being able to follow them. Joins in with stories and anticipates key events and phrases and repeats them. Beginning to understand how and why questions.</li> </ul> <p><b>S:</b></p> <ul style="list-style-type: none"> <li>Joining in with nursery rhymes, talking about important people to us, articulate wants and needs to our important adults. Builds up vocabulary as well as using more complex sentences whilst recalling past events in order.</li> </ul> <p><b>M&amp;H:</b></p> <ul style="list-style-type: none"> <li>Funky fingers, scissor skills, gross motor activities, fine motor maths busy times. Can use one-handed tools effectively e.g. scissors and writing utensils. Holds pencil between two fingers and thumb as well as holding the pencil near the point.</li> <li>Healthy lifestyle (coincide with area of book) choices of things in our fridge as well brushing our teeth and why these things are important. Observing changes &amp; effects on our body (dry clothes as opposed to wet clothes)</li> </ul> <p><b>R:</b></p> <ul style="list-style-type: none"> <li>Recognising names, recognising familiar letters both on paper and in our environment.</li> <li>Enjoys rhyming and rhythmic activities and can listen to short stories and poems in small groups. Is beginning to be aware of the way stories are structured and can attempt to predict how a story might end. Shows an interest in illustrations and will chose to pick a book up independently.</li> </ul> <p><b>W:</b></p> <ul style="list-style-type: none"> <li>Will sometimes give meaning to the marks that they make and will ascribe meanings to the marks that they see in different places.</li> </ul>		

	<p><b>M:</b></p> <ul style="list-style-type: none"> <li>- Aim to start number sense approach to maths delivery to coincide with Reception approach. Dinosaur sorting, ordering (Length, height and colour etc.)</li> <li>- 1:1 correspondence, cardinal numbers 1-5 and can recite numbers 1-10.</li> <li>- Starts to show awareness of similarities and differences between shapes in the environment as well as an interest in shapes through the means of construction and arrangement tasks. With regard to shapes, can begin to talk about whether they are round, pointy, tall or short.</li> </ul> <p><b>UW:</b></p> <ul style="list-style-type: none"> <li>- Can remember and talk about significant events in their own experience as well as describe special times they may have had with friends or family. Beginning to recognise what makes them unique.</li> <li>- Ask questions about their immediate and familiar world around them and can talk about things they have observed as well as how things work.</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>- Design your own dinosaur, explaining various features and why they are there (constructs with a purpose in mind as well as exploring how colours can be changed).</li> <li>- Making traps for dinosaurs to stop them making a mess of our classroom (Shows skill in making toys work DT)</li> <li>- Exploring textures and expanding our vocabulary when describing them (relating to the various cases of mess that the dinosaurs might make)</li> </ul>		
BRITISH VALUES	Individual Liberty- take responsibility for behaviour Respect and Tolerance-promote respect for individual differences	OUTDOOR LEARNING OPPORTUNITY	What dinosaurs might eat and can we find anything around the school grounds? Where might dinosaurs live, can we see any habitats around the school suitable for certain dinosaurs?
<b>VOCABULARY DEVELOPMENT</b>			
PROJECT SPECIFIC: <i>(Geography, DT)</i>	Become familiar with our immediate environment and recall various areas End of term Dinosaur hunt around the school, responding to clues and working in teams	ONGOING <i>(word of the day, etc)</i>	Various names of our dinosaurs and adjectives that link to them. Herbivore, carnivore, omnivore,
		ORACY OPPORTUNITY	Sharp teeth, big feet, long necks, stomping, sleeping, friendly, scary, frightening, loud, quiet, roar,
<b>EYFS CHARACTERISTICS OF EFFECTIVE LEARNERS</b>			
Playing & Exploring <i>(Finding out and exploring, playing with what they know, being willing to have a go)</i>	Active Learning <i>(being involved and concentrating, keep on trying, enjoying achieving what they set out to do)</i>	Creating & Thinking Critically <i>(having their own ideas, choosing ways to do things)</i>	

<ul style="list-style-type: none"> <li>- Showing curiosity about objects, events and people</li> <li>- Engaging in open-ended activity</li> <li>- Showing particular interests</li> <li>- Initiating activities</li> <li>- Seeking challenge and showing a 'can do' attitude</li> </ul>	<ul style="list-style-type: none"> <li>- Maintaining focus on their activity</li> <li>- Showing high levels of energy, fascination</li> <li>- Not easily distracted</li> <li>- Paying attention to details</li> <li>- Persisting with activity when challenges occur</li> </ul>	<ul style="list-style-type: none"> <li>- Finding ways to solve problems</li> <li>- Finding new ways to do things</li> <li>- Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>-Checking how well their activities are going</li> </ul>
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**KEY/PLANNED EVENTS**

<p>Pre Assessment Task: What do we know about Dinosaurs?</p>	<p>Geography of your local area/garden dinosaur hunt</p>	<p>Should we care about things we cannot see?</p>	<p>Cooking for dinosaurs (continuous)</p>	<p>Display Floor book for critical audience</p>	<p>Post Assessment Task: Revisit key Concept question. Add to pre assessment Task, what we now know.</p>
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**Remote Learning**

School closed to most pupils suddenly from Tuesday 5<sup>th</sup> January therefore some tasks and activities stated above may be unable to take place depending on the length of the school closure.

Packs of work have been provided for all children – those attending school will complete the work in school. Packs of work have clear instructions as to how to access the online resources, and some project activities.

The packs contain:

- Communication & Language/Personal Social and Emotional/Physical Development activities – the first two weeks were consolidation activities and focussed on practising basic skills.
- Literacy & Maths activities- phase 1 phonics activities, link to RWI lessons and paper based activities.
- Weeks three and four focus on Spring Term planning and introducing project work.
- Project work – Activities for other areas of learning have been set through Purple Mash and are changed weekly.

Weeks five and six will be sent home and these packs will include tasks related to all areas of learning. They will link to our termly project. We will continue to set appropriate tasks on Purple Mash in a range of subjects for.

The favourite 5 texts are being used with the children in school and these story sessions are being filmed and placed on the school website so that they can be accessed by all the children working at home.

Every Monday and Friday a blog is placed on the school website. Monday's blog introduces the work for the week and Friday's blog celebrates the work that has been completed. Additional blogs may be added across the week.

Parents have been encouraged to email completed work to their child's teacher and feedback is given. Feedback is also given to all tasks completed on Purple Mash.

### Favourite 5 Texts

Text: The Three little pigs	Text: Goldilocks and Three Bears	Text: Little Red Riding Hood	Text: Dinosaurs Love Underpants	Text: What the dinosaurs did last night	Additional Notes:
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