

Foundation Stage Unit

Term 2

DINOSAURS

Objectives in purple are 30 to 50 months, in green are from 40 to 60 months, Red ELG

Prime Area: Personal Social and Emotional Development


Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings
<p>Making Relationships</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <p>Self Confidence and awareness</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they, and others show their feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> ♦ Circle time - talk, listen, ask questions, contribute own feelings and ideas ♦ Review of the day - share achievements with the group ♦ Show work to class ♦ Use of tracking sheet for special chair, completing jobs ♦ Take turns to use limited equipment e.g. bikes, computer etc. ♦ Work in pairs and small groups at classroom activities ♦ Share a birthday cake. ♦ Talk to adults and peers in pairs and small groups ♦ Dress and undress for PE ♦ Communicate needs ♦ Use self help systems - aprons, milk, register ♦ Join in discussions about stories and books that emphasise moral issues ♦ 	<ul style="list-style-type: none"> ♦ Discuss consequences of breaking rules ♦ Circle time -Sharing weekend news. ♦ Play circle games and matching games to emphasise turn-taking. ♦ Discuss positive class rules together ♦ Circle time -contribute to discussion Making friends ♦ Explore caring for other living things such as pets. ♦ Show and tell, bucket of your favourite things. ♦ Using Dinosaurs Can You Find...? Poster within provision and encourage children to look at it in pairs, asking each other to find different objects in the picture. ♦ Fill a balloon with water and place a small toy dinosaur inside the balloon too. Once frozen, peel the balloon off, creating a 'dinosaur egg'. Encourage the children to work together to release the dinosaurs from the eggs. This activity is great for problem solving too, as the children try to work out the best way to rescue the baby dinosaurs ♦ Read the story 'Harry and the Bucketful of Dinosaurs' by Ian Whybrow. Discuss with the children how Harry felt when he left his dinosaurs on the train. Have they ever lost something that was very special to them? How did they feel? What helped them to feel better? What did they do to try to find it? Were they successful? ♦ Pass a talking object around the circle, maybe a 'dinosaur egg' and ask the children what they would do if they saw a real dinosaur? This is a great way of getting the children to use their imaginations whilst developing their turn taking skills. ♦ In small groups, the children can take turns to make up their own dinosaur names, each of them ending in '...saurus'. They could use their own names, their favourite food, their pet's name or something completely different! 	

Dinosaurs Term 2 Medium Term Planner
Prime Area: Communication and Language

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Listening and attention</p> <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding</p> <ul style="list-style-type: none"> • Understands use of objects (e.g. <i>“What do we use to cut things?”</i>) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions. • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p>Speaking</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>‘This box is my castle.’</i> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> ♦ Talk about personal experiences in class and group circle times, review times, class discussions ♦ Use imaginative talk in role play, small world play, puppet play, ♦ Listen attentively in group times, play and to audio tapes ♦ Converse with others in all classroom areas ♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. ♦ Choose to look at books alone and with others ♦ Talk about pictures in books ♦ Retell familiar stories in role play and small world etc. ♦ Join in stories, rhymes and songs ♦ Talk about own experiences related to content of book ♦ Make up own stories inspired by books, poems, pictures, music etc 	<ul style="list-style-type: none"> ♦ Play a listening game where one child is blindfolded in the middle of a circle. The other children around the circle take it in turns to say ‘It’s me, the big T. rex,’ or ‘It’s me the baby dinosaur,’ in appropriate squeaky or gruff voice. The blindfolded child guesses who was speaking and where in the room the child was. ♦ Play a listening and attention game with the children. Place a number of dinosaur-themed items on a tray and cover with a blanket. Remove one of the objects - Can they say which one has been removed? ♦ The ‘Design-O-Saur Activity’ to develop children’s communication skills by encouraging them to describe the dinosaur they have designed. ♦ Play this Dinosaur Information Matching Game with small groups of children to develop their listening skills. ♦ This Dinosaur Sorting Activity could be used to develop children’s listening skills, as well as developing their vocabulary. ♦ Develop children’s attention skills by playing this Dinosaur Themed Matching Cards Activity Flipchart or Notebook, either as a whole class or in small groups. ♦ This Dinosaurs Listening and Attention Activity can be used in small groups to assess or develop children’s understanding of language. • Learn these Dinosaur Songs and Rhymes 	

		<p>Look at these Dinosaur Display Posters with the children. Talk about the different dinosaurs and the way they might move, encouraging them to experiment with different ways of moving.</p> <ul style="list-style-type: none">• Dinosaur Dig<ul style="list-style-type: none">○ Down at the Dinosaur Swamp• Cover balloons with papier-mache to create 'dinosaur eggs'. The children can tear up the newspaper, brush on the glue and then paint the completed eggs to develop their fine motor skills.• Retell a story - Dinosaurs Love Underpants.	
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Specific Area: Literacy

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Reading</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. <p>Writing</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> ♦ Listen attentively in group times, play and to audio tapes ♦ Develop language skills through structured and unstructured discussions linked to books, topics, routines, events etc. ♦ Choose to look at books alone and with others ♦ Take books home from class library ♦ Talk about pictures in books ♦ Retell familiar stories in role play and small world etc. ♦ Join in stories, rhymes and songs ♦ Talk about own experiences related to content of book ♦ Make up own stories inspired by books, poems, pictures, music etc ♦ Make marks to signify writing ♦ Write cards, invitations, lists, books, labels, signs, messages, instructions, letters, guessing cards, zig-zag books, flap books ♦ Write name at every opportunity ♦ Practice forming letters using pens, pencils, crayons, chalks, paints, sand, dough, 	<ul style="list-style-type: none"> ♦ Look at some non-fiction books about dinosaurs and teach the children about the features of non-fiction books. ♦ Model writing simple dinosaur Fact Files with the children. ♦ Simple Sentence Cards are perfect for using as part of a group or for a one-to-one reading activity. ♦ Use Decorative Page Border for your writing activities. ♦ This Dinosaur Writing Stimulus Scene used as a part of a small group activity . ♦ In the writing area, have Word Mats, Word Cards and Page Borders available. ♦ Use Realistic Dinosaur Writing Frames to encourage the children to write down some of the facts they have learnt about the different dinosaurs. ♦ Dinosaur Fact File Activity Sheets, which they can fill in using their knowledge of the dinosaurs. Use dinosaur shaped paper or booklets. ♦ Simple Sentence Cards can be provided within provision for children to access and practise their reading skills. • Provide a variety of fiction and non-fiction dinosaur books in a dinosaur-themed reading den. Create a reading den outside using blankets and cushions, covered with sheets or tarpaulin. Have a selection of copies of the story available for the children to use. • Alphabet Dinosaur Footprints. The children can use them to build simple words either on the ground or pegged to a washing line. 	

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| | | <ul style="list-style-type: none">• Laminated Alphabet Matching Dinosaur Eggs and hide them around the outdoor area for an alphabet-themed egg hunt.• Writing our own non-fiction book. Features of a non-fiction book - what do they include, what is the purpose of a non-fiction book?• Rhyming strings and rhyming words in sentences.• Describing a dinosaur.• Name their own dinosaur -----osaurus.• Labelling a dinosaur. | |
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Exceeding-

- ◆ Children use key features of narrative in their own writing.

Dinosaurs Term 2 Medium Term Planner

Specific Area: Mathematics

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings
<p>Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns 	<ul style="list-style-type: none"> ♦ Sing number songs and rhymes e.g. ♦ Count 1-5, 1-10, 1-20 ♦ Errors in counting backwards and forwards using puppet (missing number, repeated number, wrong order) ♦ Recite number names in order, continuing the count forwards or backwards from a given number ♦ Count a set of objects (5, 10, 20) giving just one number name to each object ♦ Estimate small numbers without counting e.g. 1-6 dice/dominoes or fingers ♦ Recognise none and zero in stories, rhymes and when counting ♦ Play error games with puppet e.g. count same object twice, miss out an object, make an error in counting sequence, touch but don't name, summarise incorrectly) ♦ Count sounds, movements, moving things, objects in a circle, blank number track ♦ Count quietly on fingers and in head ♦ Count in tens and twos ♦ Estimate a number and check by counting ♦ Recognise numerals 1-9, then 0 and 10, then 10 and beyond ♦ Compare two numbers and say which is more or less ♦ Say a number which lies between two given numbers ♦ Begin to use the vocabulary of adding and subtracting ♦ Find one more or one less than a number from 1-10 ♦ Solve simple practical problems and respond to "what could we try next?" ♦ Make shape pictures and patterns using 2d shapes 	<p>Weight, size, capacity, distance. Comparing, estimating and carrying out measurements. Linked to baking, measuring ingredients.</p> <ul style="list-style-type: none"> • Print out and laminate Numbers 0-10/20 dinosaur-themed resource. Play ordering games, missing number games, matching and counting games etc. • collect a selection of different small-world dinosaurs, used for a variety of counting, addition and subtraction activities. • Dinosaurs Adult Input Planning Pack: <ul style="list-style-type: none"> ◦ Separating Groups of Dinosaurs in Different Ways ◦ Build a Dinosaur • Dinosaur-Themed Addition PowerPoint and Dinosaur-Themed Subtraction PowerPoint • Dinosaur Number Line • Five Enormous Dinosaurs Counting Song PowerPoint, • Complete the Pattern Activity Sheet teach children how to copy, continue and even create their own repeating patterns. • Measure and mark the sizes of real dinosaurs in the outdoor area. A great way of comparing size. • Have a selection of laminated Size Ordering Pictures. Start with three of each and encourage the children to sort them into hoops - all of the small creatures in one hoop, the medium sized in another hoop etc. • Colour by Number Pictures for less able and Colour by Number Dots to help to develop one-to-one counting 	

<p>and build models.</p> <ul style="list-style-type: none"> • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>		<p>skills.</p> <ul style="list-style-type: none"> • Dinosaurs Size Sorting Activity will encourage children to use the language of size. • Dinosaur-Themed Number Formation 1-10 Activity Sheet.. • Dinosaur-Themed Number Sequencing Photo Puzzles are a lovely way for children to practise ordering numbers. • Dinosaur-Themed Matching Pegs Activity children count the dinosaurs and then find the matching numeral. • Provide a variety of 2D shapes that are cut out of card or paper, for the children to use to create dinosaur pictures. Provide small-world dinosaurs as a stimulus. • Print out Numbers 0-10/20 from this Dinosaur-themed resource. Ask the children to order them on a washing line outside. • Play 'What time is it Mr Dinosaur?' with the children, taking giant-sized dinosaur steps. • Make some Dinosaur footprints and encourage the children to use them to measure different parts of the outdoor area. How many dinosaur footsteps does it take to cross the yard? How many footprints long is the fence? • Counting forwards and backwards. • Bone ordering (Length) • Capacity • Sharing a pizza / other food. 	
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Dinosaurs Term 2 Medium Term Planner Specific Area: Understanding the World

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>People and Communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment Looks closely at similarities, differences, patterns and change. <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<ul style="list-style-type: none"> Explore textures such as wet/dry sand, dough, sand mousse, gravel, talc, etc Make DT models with junk materials Observe things closely, record through drawing and modelling Discuss changes, patterns, similarities and differences e.g. Observe and record the weather Use computers, calculators, programmable toys, tape recorders, cameras, iPads confidently Explore modelling through clay, junk, fabric, construction kits, cookery, woodwork Use small world and role play to explore other lives and environments Visit other people and places Find out about the world through looking at books, pictures, artefacts, talking to visitors Develop language of time through sequencing events and daily routines 	<ul style="list-style-type: none"> Talk about extinction and use the Internet to research animals that are at risk of extinction, as well as what could be done to save them. Make chocolate cornflake dinosaur nests with the children, complete with mini chocolate 'dinosaur' eggs. exploring the changes that take place when melting chocolate. Dinosaurs Bee-Bot Activity Dinosaur Guess Who Dinosaur Names PowerPoint to help children to learn the names of the different dinosaurs, whilst talking about their recognisable features, similarities and differences. Dinosaur Fossil Display Photos talking point and also help children understand how people have learnt so much about dinosaurs. 'What Am I?' PowerPoint Game is fun way of encouraging children to apply what they have learnt about dinosaurs during the topic. Dinosaur Fact Display Photos Dinosaur Science Experiments Resource Pack contains ideas to help develop investigative skills. In the listening area, have an audio copy of a dinosaur-themed storybook along with a hard copy and related props. The children can explore operating the CD player independently. Use a paint/drawing program on the IWB for children to draw pictures of different dinosaurs. Provide these Label the Dinosaur Activity Sheets within provision. Set up a small-world dinosaur environment. This Small World Background and Realistic Dinosaur Cut-Outs or these Stick Puppets . Provide Dinosaur Word Cards around the area too. This Dinosaurs Bee-Bot Mat and these Bee-Bot Jackets can be provided alongside your Bee-Bot, to encourage children to extend their programming skills. Provide this Dinosaur Fossil Playdough for children to use to make their own fossils. This is a great follow-up 	

		<p>activity after looking at the Dinosaur Fossil Display Photos.</p> <ul style="list-style-type: none"> ♦ Fill a balloon with water and then place a small dinosaur inside the balloon. Once frozen, peel the balloon off and put the ice balls (or 'dinosaur eggs') into the water tray for the children to explore. A lovely activity to investigate the properties of melting ice. ♦ Put a CD player outside with some classical music playing. Encourage the children to operate the equipment in order to choose the music that they think best represents their favourite dinosaur. Something gentle for a floating pterodactyl or something more dramatic for a thundering T. rex. ♦ Create a dinosaur jungle in the outdoor area for the children to explore. Help them to put together some explorer packs and some fact cards for the different dinosaurs they might meet. They could then use the Dinosaur Spotting Form to record any they find on their expedition. ♦ Encourage the children to think about what the different dinosaurs might find to eat in the outdoor area. What would the plant eaters eat? What about the meat eaters? They could use a camera or tablet to take photographs of anything they see that they think the dinosaurs might eat. These photos could then form the basis of an adult led activity. ♦ ICT - Drawing dinosaurs. ♦ Word to write a sentence about their dinosaur. ♦ Use the dinosaur app. ♦ Dinosaur invasion. ♦ Dinosaur poo - dissecting it. ♦ Dinosaur role play, archaeological dig. ♦ Watch Andy's Dinosaur Adventures. 	
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Dinosaurs Term 2 Medium Term Planner Prime Area: Physical Development

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events visitors
<p>Moving and handling</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. • Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>Gross motor</p> <ul style="list-style-type: none"> ◆ Explore range of climbing, balancing and sliding apparatus, wheeled toys, bats and balls, hoops etc. in the outside area ◆ Join in PE lessons that focus on travelling skills (running, hopping, skipping, jumping) and body parts <p>Fine motor</p> <ul style="list-style-type: none"> ◆ Make range of jigsaws ◆ Sewing - cards, binca, holes punched in paper ◆ Threading beads, reels, pasta, shapes etc. ◆ Make collages/models using scissors, glue, tape, paper, junk ◆ Use paintbrushes and mark-makers ◆ Play with sand and water toys, ◆ Use computer keys and mouse ◆ Model with dough, clay, plasticine rolling pins and cutters, etc. ◆ Explore textures e.g. gravel, talc, ◆ Use cutlery independently at lunchtimes <p>Health</p> <ul style="list-style-type: none"> ◆ Adopt healthy and hygienic routines throughout the school day 	<ul style="list-style-type: none"> ◆ Multi skills lessons, following the scheme used from previous years ◆ Play starting and stopping on a signal games ◆ Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.) ◆ Talk about effects of exercise after PE or outside play - perspiration, racing heart beat, heavy breathing, tiredness. ◆ Play sending and receiving games with bats and balls, bean bags, quoits, hoops etc. ◆ Play starting and stopping on a signal games ◆ Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.) ◆ Make obstacles courses from outdoor equipment. ◆ Handwriting daily linked to RWInc. ◆ Scissor skills. 	

<ul style="list-style-type: none">• Shows understanding of how to transport and store equipment safely.• Practices some appropriate safety measures without direct supervision <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>			
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Dinosaurs Term 2 Medium Term Planner Specific Area: Expressive Arts and Design

Learning Intentions	Spontaneous learning opportunities and ongoing	Planned activities	Resources, events, outings and visitors
<p>Exploring and Using materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things • 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. • Realises tools can be used for a purpose. • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 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. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<ul style="list-style-type: none"> ♦ Collage with different fabrics, papers, foods and materials ♦ Painting (finger, bubble, hand, splatter) with different sized brushes, different types of paints on different sized, shaped and textured paper. ♦ Printing with string, shapes, food, leaves, lino, ♦ Drawing with pencils, pens, crayons, chalks, charcoal on different sized, shaped and textured paper. ♦ Modelling with junk, clay, dough, construction, wood ♦ Look at paintings and other forms of art and discuss content and style ♦ Recreate and make up new characters and stories through imaginative and small world play ♦ Make music through singing, body sounds, classroom objects and musical instruments ♦ Listen to a wide range of music from around the world and from different times ♦ Respond to music through painting, drawing and writing ♦ Dance to a range of music from around the world and from different times 	<ul style="list-style-type: none"> ♦ Printing using glue and a variety of materials- coloured sand, coloured rice, glitter and powder paint. . ♦ Songs and rhymes. ♦ Use percussion instruments to make the sound of the different dinosaurs. Encourage the children to think about which instrument would be best for the tiny dinosaurs, enormous dinosaurs, flying dinosaurs or swimming dinosaurs. ♦ Explore ways of moving to demonstrate the different types of dinosaurs. Adult uses a noisy 'magic wand' and holds up a Dinosaur Photograph. The children move around in a way which they think would suit that dinosaur best. ♦ The following are adult input activities, ideal for developing creative skills. They can be found in this Dinosaurs Adult Input Planning Pack: ♦ Create salt dough dinosaur fossils. The children roll out a piece of salt dough and then press small model dinosaurs into the dough to make an impression. When removed, the shape left behind resembles a dinosaur fossil. The salt dough could then be painted a light brown or grey colour. ♦ Dinosaur habitat shoe boxes. ♦ Dinosaur skeletons using pasta. ♦ Ask children to create some dinosaur dances to accompany 'Carnival of the Animals' by Camille Saint-Saëns. ♦ Have a range of junk-modelling materials available, for children to create their own dinosaurs. These could be small scale or, if space permits, large scale. ♦ Provide a range of dinosaur images in the creative area as a stimulus. ♦ Have a selection of instruments available for children to experiment with, making the sounds which they think the different dinosaurs might 	

		<p>have made. They could record them to produce a soundtrack to accompany a video shown on the interactive whiteboard.</p> <ul style="list-style-type: none"> ♦ Provide these Dinosaur Display Posters in the creative area as a stimulus for children to paint. ♦ Provide cotton buds, glue and black paper. The children can then create pictures of dinosaur skeletons using the cotton buds as the bones. Provide this Dinosaur Skeletons Photo Pack as a stimulus. ♦ Provide paper plates cut in half, along with dinosaur-coloured paints. The paper plate can make up the body of the dinosaur and the children can then cut out the different body parts from pieces of card to stick onto their dinosaur. ♦ Use this Dinosaur Museum Role Play Pack to create a museum within your setting. Provide dinosaur bones, footprints and fossils made from salt dough, along with magnifying glasses for the visitors. The children could record descriptions to accompany the 'artefacts'. ♦ Have some small-world dinosaur figures available in the water area. ♦ Create a Dinosaurs Park in your outdoor area. Make cars provide binoculars and explorer packs for the visitors to the park and props such as dinosaur eggs, footprints, bones or teeth could be left around the park for the visitors to find. Inflatable dinosaurs could be hidden in the trees and sound effects played? ♦ Place large sheets of paper on the floor along with large trays of paint. Wrap the children's shoes in bubble wrap and help them to step into the paint. They can then create dinosaur footprint patterns all over the large sheets of paper. ♦ Laminate some of the photos from the Dinosaur Skeletons Photo Pack as a stimulus and display them around the outdoor area. Then provide some chunky chalks for the children to use to draw dinosaur skeletons on the ground. 	
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