

Title: A Long, Long, Long Time Ago

Texts: Harry and the Bucketful of Dinosaurs
 Harry and the Dinosaurs at the Museum
 Dear Dinosaur
 There's a Stegosaurus on the Stairs
 There's a Triceratops in the Tree House
 There's a Diplodocus at the Door
 There's a T Rex in Town.
 Dinosaur information books



Rationale:

During this experience we will be learning about some other creatures that came from eggs.... **dinosaurs!** We will find out about the different dinosaurs that lived long ago, using information books and the internet. We might imagine we can travel back in time to see some dinosaurs! We will find out what dinosaur experts know about dinosaurs and how they have found this out. We will talk about museums where you can see dinosaur bones and skeletons. We will try to understand that dinosaurs were alive a long, long, long time ago.

Start date: 30/04/19

End date: 26/05/19

Subject 1: Personal, social and emotional Objective:

Describe self in positive terms and talk about abilities.

Take account of one another's ideas about how to organise an activity.

Show sensitivity to other's needs and feeling.

Work as part of a group or class, and understand and follow the rules e.g. for games.

We will complete questionnaires about what we are good at and what we like doing best and why.

When playing together we will make sure everyone's ideas are heard and everyone is happy because joint decisions have been made on how to develop the activity e.g. when acting out a story together during role play.

When playing games together, the children will be reminded to check everyone knows the rules, follows them, plays fairly and takes their turn nicely.

Subject 3: Expressive arts and design Objective:

Represent their own ideas, thoughts and feelings through design and technology, art, dance, music, role play and stories.

Experiment with different textures.

There will be opportunities to paint and build dinosaurs and design time travelling machines using small and large construction equipment, play dough and junk modelling. We will explore how to create different textures on our dinosaurs. The children love putting on shows and will be encouraged to make up dances and songs, experiment with making music and perform.

Subject 2: Communication and language Objective:

Listen attentively in a range of situations. Listen and respond to others while engaged in another activity.

Begin to answer 'how' and 'why' questions about their experiences and in response to stories and events.

Children will be encouraged to speak and share their ideas on a number of topics with the class, but also show respect and listen when another child has their turn to speak. The children will be encouraged to respond with relevant comments or questions, including 'how' and 'why' questions. For example children will share their weekend news, talk about their models or contribute their thoughts and opinions during Circle times. In Circle times we will discuss 'likes' and 'dislikes', feelings, why some behaviour is unacceptable and why games need rules. We will be talking lots about dinosaurs and dinosaur stories!

Subject 4: Understanding the world Objective:

To know about similarities and differences in relation to places and living (or extinct!) things.

To talk about past events in their life and the lives of family members.

They will learn that dinosaurs lived a very long time ago, before human beings even existed. They will find out about the similarities and differences in relation to dinosaurs - their different sizes, characteristics and diets. We will talk a lot about things that have happened in the past. Please see the **PS** in **How you can help at home.**

<p>Subject 5: Literacy Objective: Write simple sentences which include some ‘red’ words, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Use their phonic knowledge to decode regular words and read them accurately. Read some ‘red’ words on sight. Demonstrate understanding of what they have read.</p> <p>The children will be encouraged to write sentences in meaningful contexts e.g. a fact file about a dinosaur, a letter to an expert on dinosaurs (or to a dinosaur itself) or their weekend news. They will be provided with opportunities to write independently during child initiated play.</p> <p>Children will read 1:1 with an adult and read with partners during Read, Write Inc reading sessions (RWI Green books). The children will answer questions about what they have read. There will also be some reading games and challenges in the classroom e.g. sentences to find which tell you to do something e.g. “Fetch a red pen.”</p>	<p>Subject 6: Maths Objective: To add or subtract two single digit numbers, counting on or back to find the answer. To solve problems involving doubling, halving or sharing. To use everyday language to talk about weight and capacity and to compare the weight and capacity of different objects and containers.</p> <p>At every opportunity, we will solve simple addition and take away problems in our head by counting on or back, developing our mental number lines to 20. (We will use our fingers to help if necessary!)</p> <p>We started to learn about sharing last term when we shared out all the Easter eggs found during our egg hunt. This term we will explore sharing a number of objects equally e.g. 12 objects between two, three, four or six dinosaurs. We will explore finding half of a number, by sharing a quantity of objects into two equal sets. We will also investigate doubling, by adding two sets of the same quantity together. We will learn the song “Mr Double Trouble”.</p> <p>We will use words like ‘heavy’, ‘light’, ‘heavier’ ‘lightest’, ‘empty’, ‘nearly full’, ‘half-full’ and ‘full’ to describe the weight or capacity of objects and containers. We will compare the weights of toy dinosaurs. We will compare capacity by counting how many cups of water or rice it takes to fill different containers.</p>
<p>Subject 7: Physical Development Objective: To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Handle equipment and tools effectively and safely, including pencils for writing. Show good control and co-ordination in large and small movements.</p> <p>We have talked about ways to look after ourselves and stay healthy and safe, and will continue to put what we have learned into practice e.g. washing our hands after using the toilet or playing in the mud kitchen. We will continue to practise forming letters and numbers correctly, and begin to write on lines in books. We will use various tools, like scissors, play dough tools, digging equipment, and use knives and forks at lunch time, and work on improving our skills. We will be doing tennis in PE this term. This will require good hand/eye co-ordination!</p>	
<p>Values: Courage - not being afraid to give something a go. Grit - persevering at a task and seeing it</p>	<p>Take home tasks: Please complete the Home School Links questionnaire. Choose a dinosaur. Use the internet or an information book e.g. from a</p>

<p>through to completion. Respect - for each other and school property. Independence - Making choices and only asking for help when you really need it.</p>	<p>library, to find out some facts about this dinosaur. Think of a way to share this information with the class in the week before half term.</p>
<p>Hook: A soft toy is sad because he discovers he is a dinosaur and not a dragon as he thought. What is a dinosaur? What sort is he? Can you cheer him up and help him learn about dinosaurs?</p>	<p>Outcome: Class assembly t.b.c.</p>
<p>Link to Rights Respecting: Article 12 - (respect for the views of the child) All children have the right to give their opinion, and for adults to listen and take it seriously. Article 13 - (freedom of expression) Children have the right to find out things and share what they think with others, by talking, drawing or writing. Article 17 - (access to information) Article 28 - (right to education) Children have the right to a good quality education. Article 29 - (goals of education) Education should help children use and develop talents and abilities. It should help children learn to live peacefully, protect the environment and respect other people. Article 31 - (leisure, play and culture) Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</p>	<p>Link to British Values: Democracy - the children will be encouraged to take turns, share, listen to other's views and make decisions together. Rule of law - the children will be reminded about the class rules and will be supported to distinguish right from wrong. Individual liberty - the children will be helped to develop a positive sense of themselves, reflect on their differences and understand that we are all free to have different opinions. Mutual respect and tolerance: the children will learn how to be part of our community, manage feelings and behaviour, and form relationships with others. We will learn how communities live in cold places, and about their cultures and traditions.</p>
<p>ICT: We will be using 2PaintAPicture on the computer to produce pictures and maths and phonics games on the Topmarks website. We will also use the remote control cars and program the Beebots to move along a course.</p>	
<p>Outside learning: We will go outside to explore and learn through play. We will construct time machines from the large construction materials and role play being explorers going back in time to the days of the dinosaur. I wonder which dinosaurs we will encounter? We will use the mud kitchen, water tray and sand pit to practise everyday language to describe capacity and talk about the heavy and light resources we have to carry around. We will also have opportunities to use the large climbing equipment, bikes and scooters and play team games with rules.</p>	
<p>How you can help at home: Please support your child by learning more about dinosaurs, through books and the internet. Do quick fire mental maths (adding and taking away two single digit numbers by counting on or back in the head, or using fingers if necessary.) You could investigate 'weight' by looking for heavy and light objects around the house and exploring capacity at the kitchen sink or at bath time e.g. finding out how many spoons or cups of water it takes to fill different containers. Please send in pictures of what you do! We will be changing reading books once a week, usually on Thursday, and sending three books home at a time. One book will be from the set the PTA bought recently. Please have books in bags on Thursdays and encourage your child to read to you regularly. Only read one book per day then read the same book again the following day to improve your child's confidence and fluency. The children are beginning to do "Fred in your head", which is where they blend sounds in their head rather than out loud, and then say the word. I have sent home some sounds and 'red' word sheets as we discussed at parents evening to help you with your child's reading. Please let me know if you have not received these. Many thanks. PS For understanding the past, please could someone (you, a grandparent or family friend) share something about their lives in the past e.g. a time before multi-channel tv and tech equipment. I will be asking children to share this with the class! Thank you.</p>	