



# Dinosaurs

Spring 2



## Texts we will be reading:

**Brenda's boring egg** - *Twinkl ebook*

**Dinosaurs love underpants** - *Claire Freedman*

**Harry and his bucketful of dinosaurs** - *Ian Whybrow*

**Dinosaurs and all that rubbish** - *Michael Foreman*

**Information texts** - *various dinosaur non-fiction*

**Tyrannosaurus Drip** - *Julia Donaldson*

## Summary:

During this topic the children will be learning the names of different dinosaurs and what they looked like. They will learn about different dinosaur environments; where they lived and what they liked to eat. They will be describing the colour, size and features of dinosaurs and will read and write about them.

## Topic key vocabulary:

**Understanding of the World** - dinosaur, egg, nest, herbivore, carnivore, omnivore, dinosaur names, environment, setting, history, past, meat, plants, horns, tail, claws, spikes, plates, wings, teeth, sharp

**Mathematics** - subtraction, take away, add, addition, equals, counting, one less, sphere, cube, cuboid, cone, pyramid, cylinder, 3D shape, comparison, size, length, height, big, bigger, biggest., small, smaller, smallest, tall, taller, tallest, short, shorter, shortest, sort, criteria, same, different, sort, match, estimate, guess, count

**Computing** - algorithm, beebot, directions, instructions, tinker, hardware, photo, camera, point, aim, click

**Personal, Social and Emotional Development** - feelings: sad, happy, angry, upset, emotional, cross, understanding, worried, friend, gentle, kind, polite, empathy,

**Expressive arts and design** - colour, collage, paint, texture, mix, colour, texture, smooth, bumpy, spiky, rough, smooth, soft, hard, rhythm, tempo,

**Physical development** - game, listen, instruction, move, roll, jump, hop, balance, land, under, through, behind, between, next to, on, off, straight

**Communication and Language** - listen, talk, sentences, speak clearly, question, answer

**In Physical Development the children will be learning to:**

- use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand.
- Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.

**At the end of the topic I will be able to:**

- travel safely on large apparatus indoors and outside.
- confidently do a log roll, pencil roll and a teddy bear roll
- jump off apparatus and land on two feet
- hold a pen or pencil in a comfortable tripod grip and be able to use good control when writing.



**In Communication and Language the children will be learning to:**

- Listen attentively in a range of situations.
- Listen to and talk about non-fiction to develop a familiarity with new knowledge and vocabulary.
- Articulate their ideas and thoughts.
- Connect one idea or action to another using a range of connectives.
- Retell a familiar story in their own words.
- Engage in non-fiction books.

**At the end of the topic I will be able to:**

- ask questions to gain more knowledge
- share my ideas in well-formed sentences
- retell a familiar dinosaur story.
- use connectives to connect my own ideas.
- use a non-fiction book to find out information about a dinosaur
- use new vocabulary I have learnt about dinosaurs



**In Personal, Social and Emotional Development the children will be learning to:**

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others.
- Manage their own needs.
- Eat a healthy diet.

**At the end of the topic I will be able to:**

- express how I feel
- understand how others maybe feeling
- share and take turns when playing games with others
- resolves conflicts with my peers
- understand what makes a good friend
- participate in a class game



In Literacy the children will be learning to:

- form some lower case and capital letters correctly.
- read a few common exception words match to the schools phonics program.
- read some letter groups to match the schools phonics program.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full-stop.

At the end of the topic I will be able to:

- read some common exception words
- sequence letter sounds in my independent writing to write words and sentences
- sometimes use capital letters, finger spaces and full-stops in my independent writing



In Understanding the World the children will learn to:

- Comment on images of familiar situations in the past.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

At the end of the topic I will be able to:

- name some different dinosaurs (Tyrannosaurus Rex, Stegosaurus, Diplodocus, Triceratops, Brontosaurus, Plesiosaur, Pterodactyl)
- explain what a herbivore, carnivore and omnivore eat
- say how long ago dinosaurs lived
- describe a dinosaur's environment



In Mathematics the children will learn to:

- Count and recognise numbers beyond 20
- Link the number symbol with its cardinal number value
- Automatically recall number bonds for numbers 0-5 and some to 10
- Compare length and weight

At the end of the topic I will be able to:

- count to 20 and beyond
- match a numeral with a group of objects
- count a group of objects to 10 / 20 accurately with 1:1 correspondence
- compare the length of dinosaur models and pictures using the size language of height and length
- use balance scales to weigh objects explaining which is heavier or lighter



In Expressive Arts and Design the children will learn to:

- Safely use and explore a variety of materials, tools and techniques
- Develop storylines in their pretend play
- Create collaboratively, sharing ideas, resources and skills

At the end of the topic I will be able to:

- describe the different techniques I have used in my artistic creations
- use different textured materials to create different effects
- use scissors, glue spreaders and playdough tools safely
- tell a dinosaur story with a beginning, middle and end



**In Computing the children will learn to:**

- To understand the meaning of directional arrows
- To follow a simple sequence of instructions
- To experiment with programming a Beebot.
- To explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.
- Experiment with programming a Beebot and to learn how to give simple commands
- Learn to debug instructions, with the help of an adult, when things go wrong.
- Learn that an algorithm is a set of instructions to carry out a task, in a specific order
- Follow an algorithm as part of an unplugged game

**At the end of the topic I will be able to:**

- program a Beebot
- follow simple instruction as part of an unplugged game



**How you can help at home:-**

Look at your child's Tapestry learning journal with your child and talk to them about their learning activities in school.

Encourage the children to be more independent with their self-care skills including; getting dressed and cutting their own food using cutlery.

Ensure your child brings their reading book into school every day and read with them frequently at home to support their learning in school.

Support your child to complete their weekly homework tasks and post pictures of their work on Tapestry.

