

Reception-Spring Term 2



article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Dangerous Dinosaurs

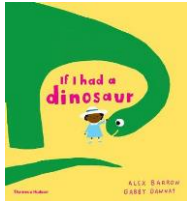
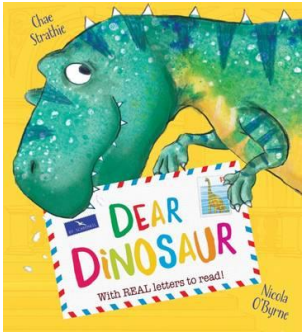
This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.



Development Matters Objectives

Maths	Number; Numerical patterns
PD	Gross motor skills; Fine motor skills
PSED	Self-regulation; Managing self; Building relationships
World	People, culture and communities; The natural world
Exp A&D	Creating with materials; Being imaginative and expressive
CL	Listening, attention and understanding; Speaking
Literacy	Comprehension; Word reading; Writing
Memorable experience	Prehistoric Safari/Museum visit
Innovate challenge	Designing a dinosaur

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
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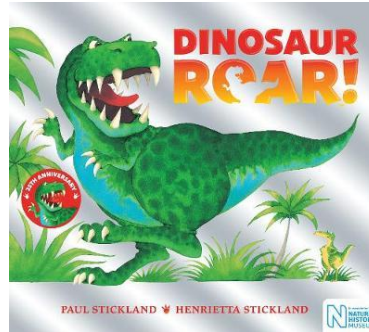
<p>1</p>	<p>Memorable Experience - Prehistoric Safari</p>	<p>If I had a dinosaur by Gabby Dawnay and Alex Barrow</p> 	<p>Create a prehistoric safari using the Prehistoric safari picture cards. Leave a trail of dinosaur footprints leading to a swamp-like area set up with camouflage netting, branches and green and brown fabric and streamers. Hide the picture cards around the area and create a fossil dig in a Tuff Tub with salt dough fossils, damp sand and paintbrushes. Start by explaining that you are going to take the children back in time to see if they can spot any prehistoric creatures. Watch the Time machine to the dinosaurs video together and then encourage small groups of children to follow the dinosaur footprints. Provide the children with the Prehistoric safari spotting sheet to record what they spot during the safari. When the children have finished, play the Time machine to the present day video to take them back to the present day.</p>	<p>Prehistoric, dinosaur, history, a long long time ago, camouflage, fossil, archaeology, when, where, what, time machine, past, present, footprints, remember.</p>
<p>2</p>	<p>Dinosaur Adventures</p>	<p>Dear Dinosaur by Chae Strathie</p> 	<p>Skills and knowledge to develop: Dinosaurs are prehistoric animals that lived millions of years ago. Some prehistoric animals, including dinosaurs are extinct. Dinosaur remains are called fossils. Carnivores are animals that eat other animals. Herbivores are animals that eat plants. A palaeontologist is a scientist that studies fossils.</p>	<p>Museum, volcano, swamp, fossil, dinosaur, pterodactyl, tyrannosaurus, velociraptor, prehistoric, extinct, carnivore, herbivore, palaeontologist, scientist, study, archaeological.</p>

<p>3</p>	<p>Fact Finders</p>	<p>Little Kids First Big Book of Dinosaurs by Catherine D Hughes</p> 	<p>Skills and knowledge to develop Dinosaurs are prehistoric animals that lived millions of years ago. Dinosaurs are extinct. Dinosaur remains are called fossils. Carnivores are animals that eat other animals. Herbivores are animals that eat plants. A palaeontologist is a scientist that studies fossils.</p>	<p>Carnivore, herbivore, fossil, extinct, skeleton, armour, bone, spike, plate, horn</p>
<p>4</p>	<p>After the Dinosaurs</p>	<p>Cave Baby by Julia Donaldson</p> 	<p>Key skills and knowledge: Birds are the closest living relatives to dinosaurs. During the last Ice Age, sabre-toothed cats, giant ground sloths, mastodons and mammoths lived. These animals are now extinct. We know about these animals from their fossilised or frozen remains and cave paintings. Other reptiles, such as turtles and crocodiles, were alive at the same time as dinosaurs, as well as insects and fish.</p>	<p>Sabre-toothed cat, hyena, hare, woolly mammoth, mammal, sloth, fish, shark, insect</p>

5

Innovate and Express - Design a Dinosaur

Dinosaur Roar by Henrietta Stickland



Designing a dinosaur:

Provocation -

You have been learning all about dinosaurs and other prehistoric animals. Now you have the task of designing a dinosaur and giving it a name.

Fantastic Facts:

Display photographs of the activities that the children have taken part in during the project. Use the pictures to prompt discussion about the activities that they have completed and the information they have learned. Invite the children to share interesting facts. Write their comments in speech bubbles and use the comments and photographs to make a fantastic factbook. Make time for the children to share the factbook with their parents or with another class.

Museum, volcano, swamp, fossil, dinosaur, pterodactyl, tyrannosaurus, velociraptor, prehistoric, extinct, carnivore, herbivore, palaeontologist, scientist, study, archaeological, carnivore, herbivore, fossil, extinct, skeleton, armour, bone, spike, plate, horn, sabre-toothed cat, hyena, hare, woolly mammoth, mammal, sloth, fish, shark, insect

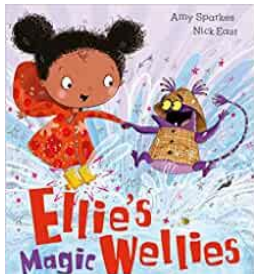
Puddles and Rainbows


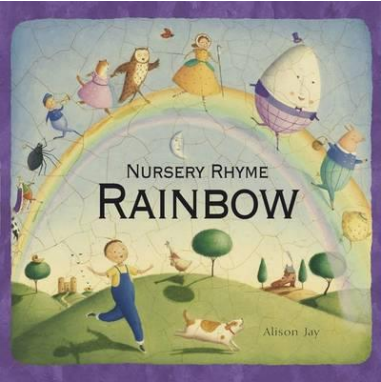
This mini project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.



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<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
1	Memorable Experience - Welly Walk	Ellie's Magic Wellies by Amy Sparkes and Nick East 	Go on a welly walk in the local environment. Provide the children with paint colour charts and challenge them to find as many different colours in the environment as possible. Encourage children to take photographs of the coloured objects that they find. While you are on the walk, talk about the weather and seasonal changes that happen during spring. Provide opportunities for the children to jump in and over muddy puddles.	Puddles, rain, rainbows, sun, spring, seasons, weather, climate, seasonal changes, colour, red, blue, green, yellow, orange, indigo, violet, sky, trees, leaves.

<p>1</p>	<p>Sunshine and Showers</p>	<p>The Colour Monster by Anna Llenas</p> 	<p>Watch the Sunshine and showers video. Discuss the weather that happens during spring. Compare the images in the video to their welly walk and discuss the weather over the last week. Display the Weather chart template and Weather symbol cut outs. Talk about the different pictures and the weather that they represent. Invite the children to select the symbol or symbols that best shows the weather for today. Explain that you are going to make a weather chart to see how many different types of weather there are during the week. Start by adding the weather for today, and then add symbols to the chart throughout the week. At the end of the week, count the different types of weather and see which was the most common.</p>	<p>Puddles, rain, rainbows, sun, spring, seasons, weather, climate, seasonal changes, colour, red, blue, green, yellow, orange, indigo, violet, sky, trees, leaves, angry, sad, happy, feelings, wind, breeze, showers.</p>
<p>2</p>	<p>Innovate and Express - Musical Weather Story</p>	<p>Nursery Rhyme Rainbow by Alison Jay</p> 	<p>Musical Weather Story: Read the Spring weather fiction text to the children and display a range of percussion instruments and the Weather music picture cards. Explain that you are going to make a musical weather story together using instruments and body percussion. Start by sorting the Weather music picture cards into the order in which they happen during the story. Then, as a group, decide what instruments or body percussion could represent each of the weather types. When the children have selected what sounds will represent the weather types, reread the story and point to the picture cards to prompt the children to play the sounds. After practising, record the</p>	<p>Sound, instrument, percussion, beat, tempo, speed, time, weather, colours.</p>

			<p>performance for the children to listen to and enjoy.</p>	
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Springtime concert:

Invite parents and carers to a springtime concert. Ask the children to dress in brightly-coloured clothes. Choose the children's favourite colour and weather-related songs to perform to the audience. They could also perform their weather music compositions and show their rainsticks.