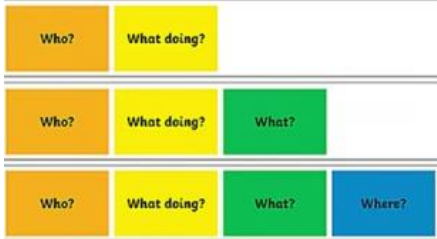


Summer 2: Key Driver Question: Which animals will I have seen in the past?		
<p>Literacy Focus Text: Gigantasaurus</p> <p>Linked EOD Texts: 10 little Dinosaurs Cave Baby Harry at the Museum. Handas Surprise Rumble in the Jungle Dinosaur stomp At the Zoo (NF) Monkey Puzzle Giraffes cant dance</p> <p>Linked songs/Rhymes: Dinosaur, Dinosaur. 5 Little Dinosaurs Animal fair</p>	<p>SEND Alternative text: Dinosaur sound book Dear Zoo That's not my lion That's not my monkey That's not my giraffe Flip flap zoo</p> <p>Differentiation of speech expectations</p> 	<p>Key ELGs</p> <p>PP: Know the similarities and differences between things in the past and now, drawing on their experiences and what has been read in stories. PP: Understand the past through settings, characters and events PCC: Know similarities and differences between life in this country and others drawing from stories and non fiction texts, maps. C: Anticipate – where appropriate – key events in stories; C; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play S: Use past, present and future tenses correctly NW: Explore the natural world around them making observations and drawing pictures of animals and plants NW: know some similarities and differences between natural world around them and contrasting environments PP: Know the differences between things in the past and now, drawing on experiences. S: Use past, present and future tenses and conjunctions with support. BIE: Invent, adapt and recount narratives and stories with peers and their teacher. W: writes words/sentences using sounds they have been taught EMM: Explore texture, form and function with materials</p>
<p>Taught Vocabulary: Dinosaur, Dinosaur names, past, yesterday, tomorrow, last week, stomp, romp, rhumpus, a long time ago, million, teeth, herbivore, carnivore, Dinosaur sounds, city, world, baby, Leeds, sharp, claws, volcano, shiver, dance, bones, excavate. Lion, tiger, giraffe, zebra, polar bear, rhino, monkey Africa, plane, desert, Antarctica, habitat, prowl, hunt, camouflage</p>		
<p>First 100 words taught: Mum, Dad, brother, family, baby, cat, coat, hat, socks, tv, light, tree, grass, there, in, on, off, bath, bed, house, light, phone tv</p>		
<p>Cold Task: Write about the trip to tropical world Hot Task: Write a recount about our trip to YWP (3 sentences)</p>		
<p style="text-align: center;">Our Big Create: At the end of this theme, children will create their own museum of past and present animals for parents to come and view.</p>		
<p style="text-align: center;">Enrichment: <i>Ins: Bones Exhibit Outs: Yorkshire Wildlife Park</i></p>		
<p style="text-align: center;">PSED Sequence: Changes (transitions) Evaluating my learning (reflection)</p>		
<p>Week 1: Ravis Roar All children will know the feelings that might happen when they have a change. KP: All children will say something they like and don't like about their work (reflective rabbit)</p>	<p>Week 2: Perfectly Norman All children will know that it is ok to be yourself in big changes. KP: All children will say something they like and don't like about their work (reflective rabbit)</p>	<p>Week 3: My time in Red Base All children will be able talk about their time in reception and say one memory. KP: All children will say something they like and don't like about their work (reflective rabbit)</p>
<p>Week 4: My time in Red Base All children will be able to compare their features with a friend that they drew on their body map. KP: All children will say something they like and don't like about their work (reflective rabbit)</p>	<p>Week 5: Graduation prep All children will learn the grad song and saying one thing they are proud of in a LAP voice. KP: Orange Base visits. A visit from my new teacher</p>	<p>Week 6: Graduation Prep All children will learn the grad song and saying one thing they are proud of in a LAP voice. KP: Orange Base Visits. A visit from my new teacher.</p>

Communication and Language Sequence: Story Invention: conjunctions

Part 1: Along time ago.... Who (alliterate name) +what+whatdoing+Where (dinosaur) and/but/because...	Part 2: Along time ago Who (alliterate name)+what+whatdoing+Where (dinosaur) and/but/because...	Part 3 Along time ago Suddenly)Villain: Pre animal)+what doing and/but/because...
Part 4: A long time ago Suddenly)Villain)+what doing+ where and/but/because...	Part 5 A long time ago SO.....The solution-What+what doing and/but/because...	Part 6 A long time ago SO.....The solution-What+what doing- and/but/because... The end

Literacy Sequence: Gigantasaurus T4W

<p>Week 1 Adult led: Literacy T4W Text focus: Non-fiction week (Dinosaurs) Shared writing focus: Non-fiction: recounts: three sentences that talk about what we saw at tropical world Sentence level writing focus: Children will suggest three sentences. Children will use the past tense: When I went to ..I saw ... and Children will use the conjunction 'and'. CL Aims: All Children will; Know the purpose of a contents page Say a who to name a dinosaur Say a who+what doing sentence with new vocab; Say (who+ what doing) to describe an action in a photograph. Ask a simple question about the photos they see. Some children might Know what a glossary is Use ambitious vocabulary such as herbivore and carnivore. Use a contents page Say a who+what doing+where because sentence using new vocabulary. Give one fact about each dinosaur</p>	<p>Week 2 Adult led: Literacy T4W Text focus: Imitate Sensory story tray/book to retell Shared writing focus: NF: A sentence that tells us the first event in a recount with a conjunction 'and then'. First we/I What doing and then we Sentence level writing focus: Children will suggest two sentences. Children will use the past tense: When I went to ..I saw ... and Children will use the conjunction 'and it was'. Aims: All Children will; Show interest in the new story Know the main character is a dinosaur Know that the story takes place in the past Say some dinosaur names in the story Say what happens first in the story. Draw a picture to represent the story. Join in with the repeated refrain Answer a who/what and where question about the pictures. Some children might; Describe the setting Begin to retell the story using Pie Corbitt actions and language. Create a story map to represent the story. Anticipate what happens next in the story. Answer a why and how question about the story, linking their answers</p>	<p>Week 3 Adult led Literacy T4W Text focus: Imitate: Learn the Story map and actions Shared writing focus: NF: A sentence that tells us the second event in a recount with a conjunction 'and then'. Next we/I What doing and then we Sentence level writing focus: Children will suggest two sentences that include detail with conjunctions. Children will use the past tense: Next I saw ... and it was Children will use the conjunction 'and it was'. Children will re-read their sentence back to themselves with a reading finger. Aims: all children will: Know the order of the characters in the story Anticipate and say the repeated refrain. Show in own way (verbal or gesture) the next event in the story in response to 'what happens next?' Make marks to represent the characters in the story Say 3 events in the story in order Use the puppets to show the story sequence independently. Imitate actions for each event in the story. Some children might; Create own actions for each dinosaur Retell the story using first, next, then, after that and finally. Answer why questions about the story Use actions and language to retell the story. Represent 2 events in the story using pictures and a sentence.</p>
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<p>Week 4 T4W Text focus: Innovate Change the characters and setting Shared writing focus: NF: A sentence that tells us the third event in a recount with a conjunction 'and then'. After that we/I What doing and then we Sentence level writing focus: Children will suggest two sentences that include detail with conjunctions. Children will use the past tense: After that I saw ... and it was Children will use the conjunction 'and it was'. Children will re-read their sentence back to themselves with a reading finger. Aim: All Children will; Decide if the setting is long ago or in the present. Give one idea to change the 'what' character based on what we have learnt about prehistoric animals or African animals. Give ideas about what we might see in the new setting base on in the past or present. Join in with the new repeated refrain Order the events in the story using the new props Draw the new characters using their own representations Contribute to the box up grid. Some children might; Make several suggestions to change the characters in the story with reasons. Explain choices in changing the setting. Make links between new knowledge about the past and their own ideas Make own boxing up grid of ideas Make own story map of the new story.</p>	<p>Week 5 T4W Text focus: Innovate Learn the new story Shared writing focus: Narrative: 3 Sentences that tell us two events from the story. First/Next,after that ...Who+ What doing (The/is/are)and.. Sentence level writing focus: Children will orally rehearse a sentence before they write it. Children will write 3 sentences, with full stops to show where each ends. Children will re read a sentence back for sense. Aim All Children will; Put the props in the correct order of the new story; adding words or gestures. Say a who and what doing sentence with the refrain to say what is happening in the story. Change animal names independently (box up) Make own marks about the new characters and events. Retell the new class story by imitating actions. Some children might Make their own innovations using the box up grid: setting, characters, whats. Retell the new story with props and story maps. Retell own new story with actions Draw their own story map Write 3 sentences, one for beg, middle and end with pictures to guide.</p>	<p>Week 6 Non fiction week: recounts : Make our transition book to Orange Base. Shared writing focus: A simple recount about our trip to Orange Base (three sentences) Word/Sentence level writing focus: Children will say three sentences using time connectives to recount what they did in Orange Base. Children will note where we need CL, FS and FS. Aims: All Children will; Say time connective + who + what doing (saw) +what to describe what they are doing on the photograph of Orange Base trip. Know where we will use a finger space and a capital letter and a full stop. Some children might Know the features of a recount Recount their visit using time connectives and conjunctions. Summarise each picture with new vocabulary.</p>
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Understanding the World Sequence: Dinosaurs/African Animals

Range of Zoo animal Non fiction texts

<p>Week 1 Children will learn the names of the African animals; elephant, monkey, cheetah, lion, tiger, giraffe. Children will learn 3 facts about each animal.</p>	<p>Week 2 Children will learn the names of the African animals; elephant, monkey, cheetah, lion, tiger, giraffe. Children will learn 3 facts about each animal.</p>	<p>Week 3 Children will learn the words 'herbivore and carnivore' Children will sort and match African animals into Herbivores and Carnivores. Some children will explain their choices.</p>
<p>Week 4 Children will learn the words 'herbivore and carnivore' Children will sort and match African animals into Herbivores and Carnivores. Some children will explain their choices.</p>	<p>Week 5 Children will learn 3 facts about polar bears Children will learn where polar bears live in the world.</p>	<p>Week 6 Children will learn about the habitats of African animals. Some children will compare them to that of prehistoric times or familiar habitats.</p>

Past and Present Sequence: Prehistoric World

Range of non fiction texts about Dinosaurs

<p>Week 2: All children will learn the word 'Prehistoric time' and know that this was in the past, millions of years ago. All children will know that the earth looked very different in the past at this time. All children will know that dinosaurs roamed the earth at this time.</p>	<p>Week 3 All children will know and understand the word extinct. All children will know that Dinosaurs are now extinct so we wont see them anymore. All children will know names and facts about different dinosaurs.</p>	<p>Week 4 All children will know other features of prehistoric times such as: Cavemen, Caves as homes Mammoths Saber toothed cats Dodo</p>
<p>Week 5 All children will know the role of an archaeologist All children will know that we can learn about the past in a museum. All children will learn that bones helped us to learn about Dinosaurs</p>		

People, Culture and Communities/Natural World: Harehills vs Africa

Range of books with African settings. Maps

<p>Week 1 All children will learn 5 features of an African plains. All children will learn about the African weather. All children will learn where Africa is on a map/globe. All children will learn how to get to Africa.</p>	<p>Week 2 All children will learn what life is like in Africa All children will learn what happens in the day of a life of an African child in a traditional village.</p>	<p>Week 3 All children will know where we live on a world map. All children will compare African Plains and Harehills. All children will compare the weather in England to weather in Africa.</p>
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Fine Motor sequence: Writing on a line

<p>Week 1 Pattern: all patterns covered All children will write the sound spelling IJK</p>	<p>Week 2 Pattern: all patterns covered All children will write the sound spelling LMN</p>	<p>Week 3 Pattern: all covered All children will write the sound spelling :O P Q</p>
<p>Week 4 Pattern: all covered All children will write the sound spelling RSU</p>	<p>Week 5 Pattern: all covered All children will write the sound spelling VWX</p>	<p>Week 6 Pattern: all covered All children will write the sound spelling YZ</p>

EAD Sequence: working towards representing animals through combining materials and presenting our work

<p>Week 1 All children will explore shades of colour and use this vocabulary when exploring.</p>	<p>Week 2 All children will draw large shapes to convey dinosaur/African animal figures</p>	<p>Week 3 All children will choose shades of colour to use on their large shapes.</p>
<p>Week 4 All children will use a variety of materials to make their large shape represent a specific animal.</p>	<p>Week 5 All children will make changes to their creations.</p>	<p>Week 6 All children will present their work, talking about if it is prehistoric or from the present and how they created it.</p>

Possible Paths of Play

<p>Create (Mark Making) Word read Writing FM CL EAD</p> <p>Representing Dinosaurs through pictures and scribes. Lists of Dinosaur names Lists of invitees Dinosaur mini books Museum posters Skeleton draw Dinosaur stories (scribe) Story maps Tickets Invites</p>	<p>Create (DT) Word read writing EAD FM CL</p> <p>Green stick Brown stick Creating dinosaur models Dinosaur Pictures with different media Dinosaur homes Dinosaur hats for the dance show Straw skeletons Paint Dinosaurs</p>	<p>Relax Word reading Comprehension PCC/PP CL</p> <p>Topic Word cards Books about dinosaurs/African animals Stories about dinosaurs/African animals Gigantasaurus sensory story basket Box up grids Story map grids</p>
<p>Messy CL M EAD</p> <p>Dinosaur footprints in the sand Dinosaur swamp (water) Dinosaur dig (sand) Dinosaur tea party (malleable) Our world in the past (sand and water) Dig for bones</p>	<p>Construct CL EAD PSED</p> <p>Own dino/zoo animal stories (new what basket) New habitats (fabrics) New animal homes</p>	<p>Imagine EAD PSED Comprehension CL</p> <p>Role play of the story Role play of own stories Role play museum Role play Archeologist Dinosaur tea party Cave men and cave babies Performing our dances Performing our rhyme of the week</p>
<p>Maths Number Numerical Pattern</p> <p>Dinosaur footprints in the sand and playdough</p>	<p>Phonics Word Reading</p> <p>Words on bones dig Initial sound large names word cards</p>	<p>Finger Gym Fine Motor</p> <p>African animals pipe cleaner legs Treasury tags and holes</p>
<p>Outdoors Move Gross Motor PSED</p> <p>Dinosaur dances, repeating the story or innovating the story Dinosaurs on the top of a mountain (balancing) Dinosaur footprints and stomps There's a dino in the tunnel game</p>	<p>Outdoors Create NW/PCC Maths CL EAD Word read</p> <p>Footprints with large chalk and paint Hunts for bones recording on clipboards</p>	<p>Outdoors messy Gross motor Fine motor EAD Word Reading</p> <p>Dinosaur café (serving for carnivores and herbivores) Dinosaur food Cave cafes Dinosaur excavation Dig for bones Dinosaurs in the sand Footprints Dinosaur swamps Volcanos Dinosaur small world</p>

