

### Literacy (Writing)

**Key Texts:** The Dinosaur who Pooped the Past; Stomp, Chomp, Big Roars—Here come the Dinosaurs! Non-Fiction texts about Dinosaurs.

Instruction writing for salt dough fossils; fact writing about dinosaurs; descriptive caption writing, beginning to use some simple adjectives. Labelling.

### Literacy (Reading)

Focused phonic groups revising all of set 1 and 2 sounds, green and rotten red words. Practice sounding out and blending CVCC / CCVC words. Simple sentence construction / using punctuation. Learning uppercase letters. 1:1 and guided reading groups.

### Communication and Language

Class / group discussions. Extend vocabulary by grouping and naming, exploring the meaning and sounds of new words, i.e. the meaning of 'extinct.'

### Music

Recap on the meaning of rhythm (long—short sounds), pulse (musical heartbeat) and pitch (high-low sounds).

Charanga S of W—'Our World.'

Musical learning focus:

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

**Topic Name:** Dinosaurs

**How did the Dinosaurs become extinct?**

**Class:** Inkpen

**Year R: Spring 1 Term 2**

### Art

Salt dough fossils, volcano making, drawing and sketching dinosaurs / collage on a large scale.



### PE

Real PE Scheme of Work: Real Gym (Physical) - Unit 1.  
Floor and apparatus work.

### PSED

Heart Smart Scheme of Work: Don't Hold on to What's Wrong!

### Maths

**White Rose Scheme of Work: Building 9 & 10.**

Comparing numbers to 10; Number bonds to 10; 3D shapes and patterns.

Describing the position of 'Terry the T-Rex' and giving clues to others to find the dinosaur's location.

Measuring the length and ordering dinosaur bones / identifying the weights of fossils — Which is the heaviest? Lightest?

Creating repeating, tessellating and symmetrical patterns with dinosaur footprints and body patterns.

### Science (UW)

Classifying dinosaurs into categories—herbivores and carnivores / water and land / flying and non-flying. Understanding how fossils are formed.

### RE (UW)

Why do Christians put a cross in an Easter garden? Salvation.

### Humanities (UW)

Research into living habitats / environments of dinosaurs and what they ate to survive. Has the environment changed since the land of the dinosaurs? Would they be able to survive in today's world?

Creating timelines of dinosaur periods. Animals that live 'now' and animals that lived 'then.'