

Communication and Language

- Listen to, discuss, and help retell a range of traditional fairytales plus new stories about dragons.
- Learn to say some dinosaur names, plus know what some of these tricky long words mean.
- Awareness of simple story structure and talk about characters in old and new dragon stories. Story circles
Be supported to make up own stories, and tell these verbally before writing.
- Big vocabulary focus - dinosaur names (and sometimes meanings) specific castle vocab etc

Personal, Social and Emotional

- Offering their own explanations and explaining ideas, eg what do *they* think dragons were?!
- Grit (whole-school EMERGE focus) - link to Mary Anning's perseverance (hard background, self taught, unacknowledged for her dinosaur work)
- Fun, mini-topic on knightly quests"- having good manners, sharing and turn-taking, sense of fair play.
- Be brave/ increase confidence to take part in story circle and share their own story ideas.
- Collaborate with friends on class projects eg castle building and larger scale art pieces. Listen; take on board others' ideas.

Physical Development

- Games focus as part of knights tournaments eg bouncy hopper jousting.
- Letter formation focus (knights tried hard to be "good writers"!)
- Castle/ den building - cooperation focus.
- Jasmine PE - focuses on coordination, sending and receiving and agility, reacting and responding.
- Swimming sessions this term at local Leisure Centre - developing confidence, and fun in the water, at children's own level.

Understanding the World

- Find out how paleontologists have learnt about these amazing creatures from dinosaur bone finds.
- Learn about Mary Anning and other paleontologists.
- What can we tell about how particular dinosaurs moved, what they ate etc just from their physical features?
- Are dragons real?! Why did people once think so?
- Find out about local dragon legends, eg St Petroc's story. Link simple map of local area to retelling this story.
- Find out about castles and knights.
- Make own "potions" (linked to story), and observing changes to materials.

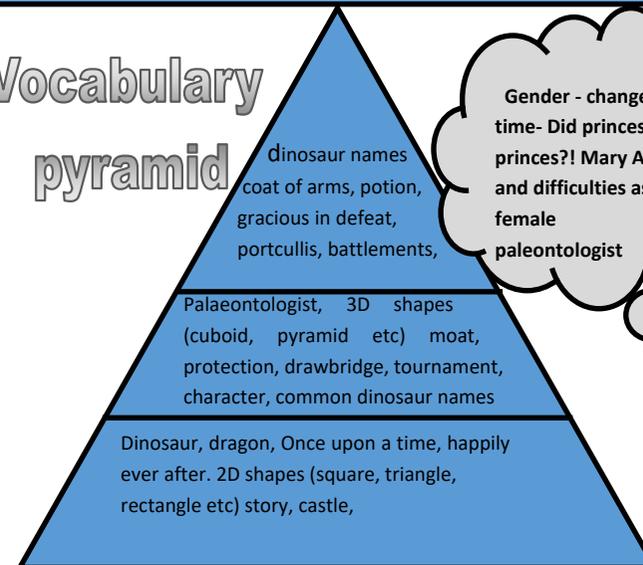
Dinosaurs and Dragons

Whole-school Science Week investigations, at age-relevant level

Expressive Arts and Design

- Role play in Dinosaurs and Dinosaur Museum (building dinosaurs skeletons, small world dinosaur play) then in Fairytale Castle (acting out stories, creating own).
- Helping build role-play castle and dens (link to King Jack and the Dragon"); creating own coat of arms.
- Artist focus - Paul Klee - "Castle and Sun" - class joint project - using 2D and 3D shapes to make Paul Klee-style castle model/ picture.
- Perform rhymes, songs and stories linked to fairytales, and dragon stories

Vocabulary pyramid



Gender - changes over time- Did princesses need princes?! Mary Anning - and difficulties as a female paleontologist

Mathematics

- 2D and 3D shapes for castle.
- Making and exploring more complex patterns.
- Adding more; taking away; counting to 20; counting backwards within 40.
- Making and exploring more complex patterns.
- Potions lab - measuring capacity.
- Doubling - ("magic mirror" in story)
- Sharing - Gingerbread man buttons and fairytale party plates
- Magic Beans to 10 (10 frames, subitise and number pairs.)

Literacy

- Thinking more about the differences between fiction and non-fiction books.
- Alphabetical order, and practising upper and lower case letters
- Using have-a-go writing to try own simple versions of different genres - instructions, lists, "letters to ladies" (knight focus), non-fiction pages in class dinosaur book, and own short stories linked to understanding of basic "story structure" format
- Explore rhyme in the rhyming stories in this topic

Key texts- Ellie's Dragon, King Jack and the Dragon, Princess Smartypants, Castles and Knights, Harry and the Bucketful of Dinosaurs, There is no Such Thing as A Dragon, My Encyclopedia of Very Important Dinosaurs, Little People Big Dreams - Mary Anning. range of non-fiction dinosaur books.

Communication and Language– Working towards all ELGs

Listening, Attention, and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Personal, Social and Emotional– Working towards all ELGs

Self– Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Physical Development– Working towards all ELGs

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Understanding the World

Compare and contrast characters from stories, including figures from the past.

Understand the effect of changing seasons on the natural world around them.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes in the natural world around them, including the seasons and changing states of matter.

Dinosaurs and Dragons

This topic allows the children to find out about dinosaurs, and to think about dinosaur bone discoveries and what features of particular dinosaurs tell us about them tell us. They will learn about Mary Anning and get the chance to role-play at being paleontologists! We will talk about differences between the recent past and prehistoric, distant past.

We will share old and new stories about dragons, and compare fiction with non-fiction. The children will have a go at writing their own simple versions of different types of writing.

Our dragon stories will lead to finding out about knights and castles too. We will find out the location of local castles and local dragon legends on simple maps.

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups. Make use of props and materials when role playing characters in narratives and stories.

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Literacy

Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Write recognisable letters, most of which are correctly formed.

Mathematics

Automatically recall number bonds for numbers 0–10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compare length, weight and capacity.

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.