

40 – 60 months Early learning goals	Teaching	Week covered						Continuous
AREAS OF LEARNING		1	2	3	4	5	6	
<p>PSED</p> <p>Making relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Self confidence + awareness Confident to talk to other children when playing, and will communicate freely about own home and community. Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Managing feelings + behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Early Learning Goal Children talk about how they and others show feelings</p>	<p>Circle time – sharing and discussing our half term holidays.</p> <p>Learning and discussing all about dinosaurs – chn will be expected to listen attentively during topic inputs, share their own ideas and understandings and listen to the ideas and opinions of others. (Daily Topic input carpet times).</p> <p>ICT activities- children to take it in turns to use the Interactive whiteboard to interact with the age appropriate software (See UW – technology)</p> <p>Dinosaur counting board game. Take turns to roll the dice & move your dinosaur the correct number of jumps.</p>						<p>Daily register sharing time – chn can share/talk about their home lives/events/ interests.</p> <p>Daily topic input carpet time discussions.</p>	

		1	2	3	4	5	6	
<p>CAL</p> <p>Listening and attention <i>Listens to others one to one or in small groups, when conversation interests them.</i> <i>Focusing attention – still listen or do, but can shift own attention.</i> <ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity). <i>Maintains attention, concentrates and sits quietly during appropriate activity.</i> <ul style="list-style-type: none"> • Two-channelled attention – can listen and do for short span. </p> <p>Understanding <i>Beginning to understand ‘why’ and ‘how’ questions.</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i></p> <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p>Speaking <i>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</i> <i>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</i> <i>Uses a range of tenses (e.g. play, playing, will play, played).</i> <i>Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</i> <i>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</i> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. </p> <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Giant Egg discovery - Egg talk – discuss the egg we found. What might be inside? Decide it might be a dinosaur. Explore books about dinosaurs.</p> <p>Watch the film The Land Before Time to get children familiar with more types of dinosaurs, what they eat, how they behave/move etc...</p> <p>Learn some of the names of dinosaurs- use Dinosaurs Love Underpants story to support.</p> <p>Discuss the terms Carnivore + Herbivore + discuss what dinosaurs like to eat.</p> <p>Learning and discussing all about dinosaurs – chn will be expected to listen attentively during topic inputs, share their own ideas and understandings and listen to the ideas and opinions of others. (Daily Topic input carpet times).</p>							<p>Daily register sharing time – chn can share/talk about their home lives/events/interests.</p> <p>Daily topic input carpet time discussions.</p>

<p>PD</p> <p>Moving+ handling Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • <u>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</u> • <u>Holds pencil near point between first two fingers and thumb and uses it with good control.</u> • <u>Can copy some letters, e.g. letters from their name.</u> Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • <u>Shows a preference for a dominant hand.</u> • <u>Begins to use anticlockwise movement and retrace vertical lines.</u> • <u>Begins to form recognisable letters.</u> • <u>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</u></p> <p>Early Learning Goal Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self Care Understands that equipment and tools have to be used safely. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.</p>	On-going lessons in PE during PPA cover.						1	2	3	4	5	6	Daily discussions relating to diet/healthy eating – what did you have for lunch today? Ongoing discussions about storing outdoor equipment safely during daily tidy up times. Daily discussions about sleeping + hygiene as and when issues arise. PE lessons every Thursday AM.
	<p>Big paint outdoor activities – e.g. dinosaur patterns and markings.</p> <p>Big write – outside – can you name that dinosaur? Chn to write initial letters for some of the dinosaurs – big chalk board.</p> <p>Dinosaur dig – chn to use small brushes + magnifying glasses to carefully dig up the dinosaur bones. Can they write about what they have found?</p> <p>Collect the dinosaur eggs- use tweezers to collect dinosaur eggs from the sand. Can they count how many they have collected?</p> <p>Dinosaur name trace – chn to practise writing the names of some common dinosaurs using the copy + trace sheets (writing area).</p>												

<p>LITERACY See Literacy planning for weekly objectives. See PD for <u>continuous objectives</u>.</p> <p>This planning is to indicate possible cross curricular links with Literacy and creative writing which will be activities explored within Topic lessons.</p>	<p>Book of the week – Dinosaurs Love Underpants</p>	<p>Book of the week – Dinosaurs Love Underpants</p>	<p>Book of the week – Dinosaur Roar</p>	<p>Book of the week – Dinosaur Roar</p>	<p>Book of the week -.</p>	<p>Book of the week – Crunch, Munch, Dinosaur Lunch.</p>	
<p>MATHS This planning is to indicate possible cross curricular links with Maths which will be activities explored within Topic lessons.</p> <p><u>See Maths planning for weekly explicitly taught Maths objectives.</u></p>	<p>Engage week</p> <p>Bonfire night/ firework onomatopoeia writing.</p>	<p>Topic</p> <p>Design our own dinosaurs & labelling</p> <p>POR – talk for writing introduce the story The very Hungry Dinosaur Talk for writing.</p>	<p>World Nursery Rhyme Week: POR – Rhyming Find all the rhyming words in the dinosaur poems. Playing rhyming matching cards/ other rhyming games.</p> <p>Topic Label the dinosaurs we created using ICT last week.</p>	<p>Topic – Dinosaur diet Create healthy eating plate/packed lunch</p>	<p>POR – continue the talk for write – get children to work in teams to retell the narrative.</p> <p>Writing assessment – The Very Hungry Dinosaur.</p>	<p>Writing assessment – The Very Hungry Dinosaur.</p>	
	<p>Engage week</p>	<p>Repeating pattern</p>	<p>Counting up to 20 objects</p>	<p>Measures – height</p>	<p>Assessment Week</p> <p>3D shapes & properties</p>	<p>Money Time – sequencing</p>	

		1	2	3	4	5	6	Ongoing discussions during registration about special events, celebrations or family routines.
<p>UW People + communities Shows interest in different occupations and ways of life. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children to create their own dinosaur mask.</p> <p>Watch the film The Land Before Time to get children familiar with more types of dinosaurs, what they eat, how they behave/move etc...</p> <p>Learn some of the names of dinosaurs- use Dinosaurs Love Underpants story to support.</p> <p>Learn about the different features of dinosaurs - Zoom in on different pictures of dinosaurs and discuss the features of each one. Make a list of all the dinosaur features that are identified e.g. horns, spikes, tail etc...</p> <p>Label the parts of dinosaur (Giant dinosaur outdoor activity).</p> <p>The land before time dvd – learn about where dinosaurs used to live and what life was like in Prehistoric times.</p> <p>Look at pictures/toys of dinosaurs – sort them into big/small, those which fly/live in water/land.</p> <p>Read stories and other books/ get information from the internet about dinosaurs, evolution & what happened to them.</p> <p>Take part in a Dino hunt – follow the clues to find the egg – discuss which dinosaur it might be in the egg. What might it look like? List children's ideas.</p> <p>Watch videos on CBeebies Iplayer - http://www.bbc.co.uk/cbeebies/shows/andys-prehistoric-adventures</p>							

UW

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

ICT activity– make our own dinosaurs + label them - <http://learnenglishkids.britishcouncil.org/en/make-your-own/make-dangerous-animal> Get the chn to choose what our dinosaur should have and ask volunteers to come and draw the different features onto our class dinosaur. Display this as an example in the writing area for chn to independently create their own.

Crunch, Munch, Dinosaur Lunch – learn and discuss what different dinosaurs eat.

ICT - Recognise which dinosaurs eat meat and which eat plants:

http://www.sheppardsoftware.com/scienceforkids/dinosaurs/games/apptite/dinomight_appetite.htm

Feed the dinosaur the correct diet:

<http://images.scholastic.co.uk/assets/a/c2/48/feed-dinos-v1-523953.swf>

Play the fossil matching cards game:

<http://www.mylearning.org/fossils-game/interactive-intro/4-944/>

