

Curriculum Sequence Spring - EYFS

A Blast from the Past



Communication & Language
Listening and Understanding
Children will: - <ul style="list-style-type: none">Talk about key events in a story.Ask when and where questions.Identify the main characters in the story and talk about their feelings.
Speaking
Children will: - <ul style="list-style-type: none">Children will know and retell 'The Girl and the Dinosaur'.Children will know and use vocabulary linked to their theme 'Blast From the Past!' including past, fossil, carnivore, extinct.Children will express ideas using past and present tense.

PSED
Self Regulation
Children will: - <ul style="list-style-type: none">Know the effects of their behaviour on others.Work towards their goals and dreams.Develop techniques to keep calm and deal with difficult situations.
Managing Self
Children will: - <ul style="list-style-type: none">Learn to stay motivated and keep trying when something is difficult.Know which foods are healthy and not so healthy and they can make healthy eating choicesknow how to help themselves go to sleep and understand why sleep is good for them.Understand that they need to exercise to keep their body healthy.Know what a stranger is and how to stay safe if a stranger approaches them.
Building Relationships
Children will: - <ul style="list-style-type: none">Work well with a partner or in a small groupUse kind words to encourage peopleKnow how to be a good friend and enjoy healthy friendships.

Physical Development
Gross Motor Skills
Children will: - <ul style="list-style-type: none">know how to throw and catch different sized balls.know how to kick and pass different sized balls.
Fine Motor Skills
Children will: - <ul style="list-style-type: none">know how to use a knife and fork.know how to use two-hole scissors to make snips in paper.know how to correctly form the letters c, k, u, b, f, e, l, h, r, j, v, y.

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Literacy
Word Reading
Children will: - <ul style="list-style-type: none">Read and correctly form the sounds qu, ch, th, sh, ng, nk, ay, ee, igh, ow, oo (short), oo (long).Blend known sounds in words.Children will know tricky red words no, go, so, he, she, me, we, be.
Comprehension
Children will: - <ul style="list-style-type: none">Read and re-read a selection of books, developing VIPERS skills, fluency, understanding and enjoyment.Asks questions about stories.Repeat words and phrases from familiar stories.Repeat new vocabulary in a context of a story.Be able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language.
Writing
Children will: - <ul style="list-style-type: none">Know how to correctly form the letters c, k, u, b, f, e, l, h, r, j, v, y.Children will know how to write CVC/CVCC words.Children will know how to write a short phrase.

Maths
Number
Children will: - <ul style="list-style-type: none">Know number bonds to 5.Children will identify 0.Children will represent, compose and compare numbers to 8.
Numerical Patterns
Children will: - <ul style="list-style-type: none">Compare mass and capacity.Make pairs.Combine 2 groups.Explore length, height and time.Compare numbers to 10.Identify a cube, sphere, cylinder and cone.Make ABB/AAB repeated patterns.

Understanding the World
Past and Present
Children will: - <ul style="list-style-type: none">Find out about St. Piran’s day and how we celebrate.Learn about prehistoric animals.Explore what their local area looked liked in the past and compare it to the present.
People, Culture and Communities
Children will: - <ul style="list-style-type: none">Identify where they live on a map of the UK.Explore aerial maps of our school and local area and identify key features.Walk around our local area and identify landmarks.Find out about the Cornish flag.Learn about Cornish Heritage including the history of mining.Discover important people in Cornish history.Learn about traditional Cornish food.Know the Easter Story.
The Natural World
Children will: - <ul style="list-style-type: none">Identify typical weather in Winter and Spring.Know that dinosaurs are prehistoric creatures.Explore fossils and how they are formed.Learn about Cornish Beaches.

Expressive Arts & Design
Creating with Materials
Children will: - <ul style="list-style-type: none">Explore different methods of printing and the effects that different materials produce.Produce 2D collages.Use salt dough to make ‘dinosaur bones’.Explore and make art in the style of Cornish artist John Dyer.
Being Imaginative and Expressive
Children will: - <ul style="list-style-type: none">Children will know how to tap/clap along to a rhythm.Experiment with different ways of playing instruments.Sing sea shanties, making up actions and dances.Join in with choreographed dances.

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<p>Week 1 –</p> <p>Topic Intro – What is a dinosaur?</p> <ul style="list-style-type: none">•C&L – Discussion about what the children think dinosaurs are.•UTW – What is a dinosaur?•UTW/C&L – Discussion about what a dinosaur is and what other prehistoric animals there were that existed.•UTW – What is a ‘Palaeontologist’ ?•EAD/PD –movements to represent different kinds of prehisotirc animals.• EAD – Small world dinosaur area•PD/PSED –PSED – Jigsaw – I understand that if I persevere I can tackle challenges.•Literacy – Exciting writing•Literacy/C&L – guided reading text – Life on Earth: Dinosaurs•Maths – Composition of numbers to 5 and comparing numbers to 5.•<i>Word of the Week: prehistoric</i>	<p>Week 2</p> <p>How do we know what dinosaurs looked like?</p> <p>C&L/ UTW – Explore misconceptions about the past – eg we don’t really have photos of dinosaurs.</p> <p>C&L/UTW – Talk about fossils and dinosaur bones.</p> <ul style="list-style-type: none">•PD/EAD – Make a dinosaur body out of the bones we have found around the classroom using our previous knowledge of the human body to help us.•PD – Fossil hunting and dusting in the sandpit•PD/EAD – Making dinosaur eggs.•PSED – Jigsaw – I can tell you about a time I didn’t give up until I achieved my goal.•Literacy – guided reading text – ‘Dinosaur Bones’ by Bob Barner•Literacy – Exciting writing•Maths – Equal and unequal groups.•Maths – How many altogether?•Word of the week: fossil	<p>Week 3 –</p> <p>What did dinosaurs eat?</p> <ul style="list-style-type: none">•UTW/C&L – What did dinosaurs eat?•UTW – Discussion that we can only guess what dinosaurs used to eat by looking at the clues left behind within bones and fossils.•Becoming palaeontologists and using photographic evidence to guess if the dinosaurs were herbivores, carnivores or omnivores.•EAD – Dinosaur craft activity.•EAD/PD – Dinosaur footprint biscuits.•PSED – Jigsaw – I can set a goal and work towards it.•Literacy – guided reading text – ‘If I had a dinosaur’ by Gabby Dawney and Alex Barrow•Literacy – Exciting Writing•Maths –Comparing mass•Word of the week: omnivore	<p>Week 4</p> <p>Did we have dinosaurs in the Great Britain?</p> <ul style="list-style-type: none">•C&L/UTW – Exploring the misconception that Great Britain in the past looks how it does now.•C&L/UTW – Identify some of the plants that dinosaurs would have eaten and look at some footprints that were left behind.•UTW – Matching objects to fossils.•UTW/C&L – What things around us could be made into fossils and what would they tell people about how we lived?•PD/EAD – creating their own fossils.•PSED – Jigsaw –I can use kind words to encourage people.•Literacy – guided reading text –‘Mad About Dinosaurs’ by Giles Andrea and David Wojtowycz•Literacy – Exciting Writing•Maths – Measuring capacity•Maths – Composition of 6, 7 and 8•Word of the week: vegetation
<p>Week 5</p> <p>Were all dinosaurs big?</p> <ul style="list-style-type: none">•C&L/UTW – Exploring the different sizes of dinosaurs.•UTW/PD/Maths – How many people make up the height of an ‘Argentinosaurus’•Maths – Measuring dinosaurs using cubes and comparing.•UTW – Mary Anning•PD – Dinosaur nests•EAD – Dinosaur tracks printed pictures.•EAD – Use technology to create talking dinosaurs for small world play.•Literacy – Exciting Writing•Literacy – guided reading text – ‘Prehistoric Actual Size’ by Steve Jenkins•Maths – Matching 6, 7 and 8•Maths – Making Pairs•PSED – I understand the link between what I learn now and the job I might like to do when I’m older.•Word of the week: Palaeontologist			
		<p>Week 6–</p> <p>What did dinosaurs sound like?</p> <ul style="list-style-type: none">• C&L/UTW – Guessing animal sounds• UTW/C&L – What clues do dinosaurs skulls give us about the noise they would have made?• EAD – Explore and combine the possible dinosaur sounds.• PD/EAD – Use junk modelling to create a microhabitat for a dinosaur.• EAD – designing our Christmas cards.• PSED – Jigsaw – I can say how I feel when I achieve a goal and know what it means to feel proud.• Literacy – guided reading text – ‘Dinosaur Roar’ by Paul Stickland and Henrietta Stickland.• Maths – Combining two groups• Maths – Days of the week• Maths – Measuring time• Word of the week: extinct	