



Reception Medium Term Planning

Topic: Land Before Time



Children will experience a magical land before time, through the exploration of our topic of dinosaurs!

What will we know, do and understand?	Children will be inspired to join in and use language to describe and identify dinosaurs. They will do this through investigating fossils and footprints as well as reading books. They will investigate what dinosaurs ate and develop an understanding of past and present times.
Key vocabulary	Tier 1: dinosaur bones skull claws scales wings feathers horns tail wings teeth skeleton footprint eggs hatch huge volcano Tier 2: fossil ferocious tyrannosaurus rex triceratops brachiosaurus pterodactyl stegosaurus Tier 3: palaeontologist prehistoric Jurassic predator extinct carnivore herbivore omnivore meteorite
Inquiry Questions	When and how did dinosaurs live? What did dinosaurs eat? What do fossils teach us about animals that once lived on this planet? How have animals changed over millions of years? Why did the dinosaurs become extinct?

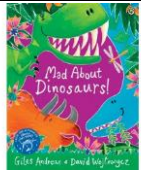
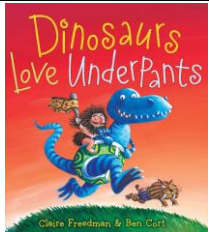
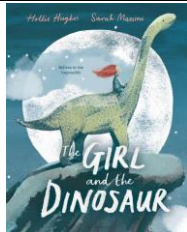
	13/4/26	20/4/26	27/4/26	4/5/26	11/5/26	18/5/26	
Wow Moments	Looking after your pet dinosaur	Finding a dinosaur egg in the school playground	EYFS Dinosaurs workshop	Dinosaur crafts	Parent Workshop- Dinosaurs	Making fossils	

Parental Engagement	Parents invited into Class x1 morning a week before the register to read books with the children. Phonics workshop- target children Dinosaur workshop						

Prime Areas of Learning	
Communication and Language 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
Communication and Language 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.

Personal, Social and Emotional Development 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.
Personal, Social and Emotional Development Managing Self	Learn to recognise their likes/dislikes and feel empowered to make real, informed choices. Know and understand that we all have different likes and dislikes. Understand my rights and responsibilities and learn about the concept of privacy.
Personal, Social and Emotional Development Building Relationships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.

Physical Development Gross Motor skills	Gross Motor Skills Know and talk about different factors that support their overall health and wellbeing; sensible amounts of screen time; good sleep routine; Further develop and refine a range of ball skills including, throwing, catching, kicking, passing, batting and aiming. PE: Foundation Unit Scotties Heroes
Physical Development Fine Motor skills	Use the tripod grip in almost all cases when using writing equipment.

Literacy Key texts	Mad About Dinosaurs		Dinosaurs Love Underpants		The Girl and The Dinosaur		Katie and the Dinosaurs
Literacy Comprehension	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. Learning poetry and songs using 'call and response'						
Literacy Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.						
Literacy Phonics	By the end of Summer 1, children in reception will read green storybooks and read 4 double consonants						
Literacy Writing	Write longer sentences and stories with words with known sound-letter correspondences and some common exception words, using a capital letter and full stop. Re-read what they have written to check that it makes sense. Handwriting <u>Book work</u> Rhyming words Descriptive sentences about dinosaurs Dinosaur fact files Sentences about which magical world of dinosaurs they would visit.						

Mathematics Number	Explore addition and subtraction through counting on and counting back using a number track. Explore numbers from 10-20. Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5.
Mathematics Numerical Pattern	Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Mathematics Arc Maths	<u>Number patterns beyond 20</u> •One more one less

	<ul style="list-style-type: none"> •Estimate and count •Grouping and sharing <u>Money</u> <ul style="list-style-type: none"> •Coin recognition and values •Combinations to total 20p •Change from 10p <u>Measures</u> <ul style="list-style-type: none"> •Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths
Mathematics Vocabulary	More, less, estimate, guess, predict, group, share, altogether, equal, unequal, cost, money, amount, coin, note, pence, penny pound, change, balance.

Understanding the World Past and Present	<p>Understand and explore how homes are different. Some homes are travelling some are stationary, some are castles etc.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Explore prehistoric fossils to learn about animals that lived before our time. How have animals on our planet changed/stayed the same? Discuss what it would be like to live millions of years ago.</p>
Understanding the World People, Cultures and Communities	<p>Explore the senses. What am I touching, how does it feel? What does it smell like? What does it sound like?</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Look at maps throughout history and talk about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Learn about how habitats have changed throughout history.</p>
Understanding the World The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons (Summer) and changing states of matter.

Expressive Arts and Design Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
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Expressive Arts and Design Bring Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs and learn and recall dinosaur poetry.	
Kapow Music and Art	Seasonal Crafts	Music- Activities in provision
Artist	Collage- Paul Klee	

RE	To the ends of the earth
RSE	Safe inside and out my body my rule feeling poorly People who help us.