

# Crayke Church of England Primary School

Curriculum Learning Tree  
Apple Class Spring Term 2023

**Theme:** Dinosaurs Rock!

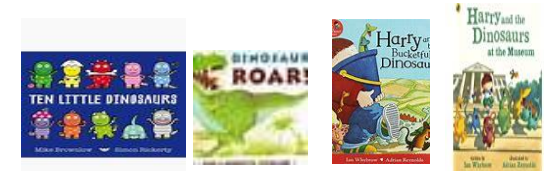
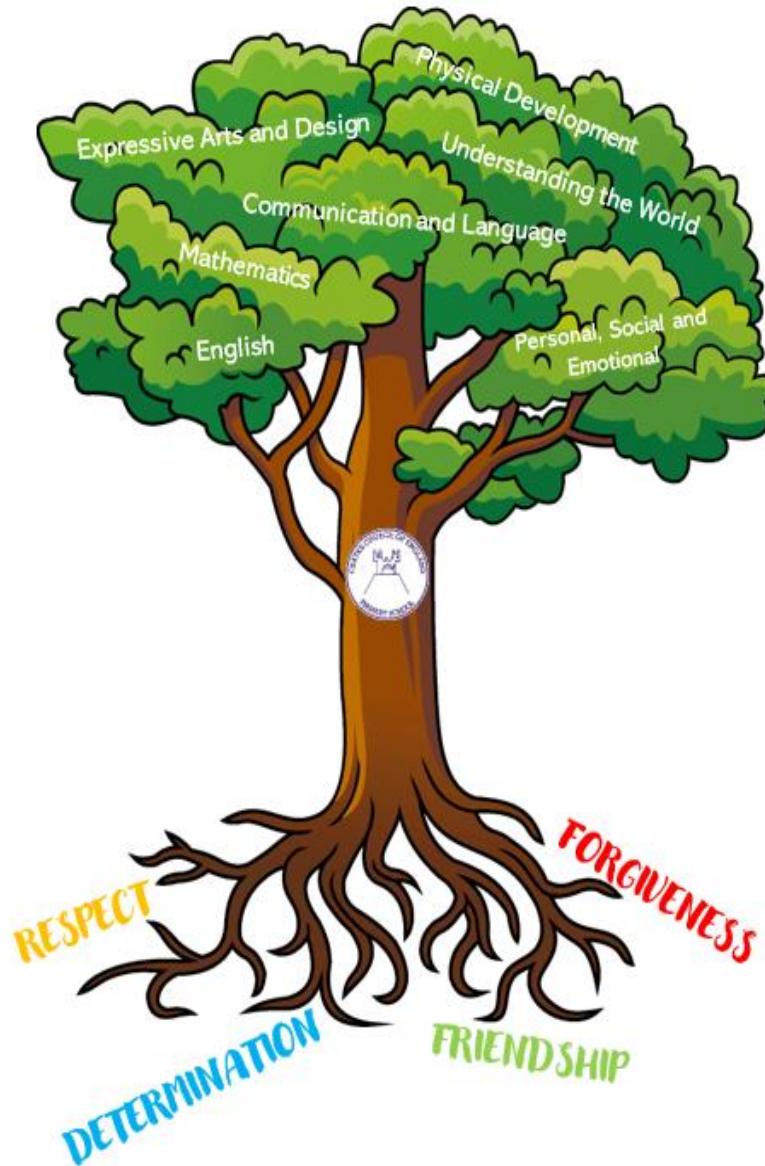
**Enquiry Question:** Which Dinosaurs lived on earth?

## Maths

- Introducing 0
- Compare numbers to 5
- Composition of 4 and 5
- Compare mass
- Compare capacity
- Balancing numicon
- Number Bonds to 10
- Numbers 1-10 mainly 6,7,8
- Making pairs
- Using ten frames
- Composition of 6,7,8
- Combining 2 groups
- Length and height
- Time and measuring

These will all be taught through fun activities: hunts, jump to the number, target addition games, pouring/filling in the water tray and making music with water.

**Vocabulary:** Number names, numeral, count, oval shape, round, zero, letter O, before 1, number names, small, medium, large, same, heavy, light, compare, heavier, lighter, count, sort, groups, explain, different, weight



## Key Text Bookshelf

### English

**Phonics** – Little Wandle – ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, words with double letters; dd, mm, tt, bb, rr, gg, pp, ff and longer words.

**Handwriting** – Letter formation – Penpals, Little Wandle sessions  
Writing simple words  
Daily Dough Disco  
Daily Squiggle while you wiggle

**Reading** – 3 times a week in groups  
Reading for Pleasure books available for parents to change daily  
Daily story time  
Small group story time

If Sharks Disappeared (JC unit)

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#### Expressive Arts and Design

- Create collaboratively sharing ideas, resources and skills. – Dinosaur collage, dinosaur small world play and role play
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasing matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups
- Charanga Music units – “Everyone!” and “Our World” Learn to sing nursery rhymes and action songs including Wind the Bobbin Up and Old Macdonald.
  - \* Invent ways to find the pulse
  - \* Copy-clap the rhythm of small phrases from the songs
  - \* Explore high pitch and low pitch in the context of the songs
  - \* Use the starting note to explore melodic patterns using one or two notes

#### Physical Development

- Develop the foundations of a handwriting style which is fast, accurate and efficient – Penpals, daily writing within phonics sessions, daily name writing
- Know and talk about different factors that support their overall health and wellbeing (Toothbrushing) Aqua fresh Shine bright, Hydration station, daily discussions re healthy body healthy mind, 10-minute daily run, breathing techniques, Zumba and cosmic yoga sessions
- Further develop the skills they need to manage the school day successfully – through daily routines, lining up after playtimes, to go to Collective Worship, at lunchtime and at the end of the day
- Daily 10-minute run

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### Communication & Language

- Engage in non-fiction books



- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. This will take place during Topic carpet sessions as well as during VIP time
- Learn new vocabulary – stegosaurus, apatosaurus, pterodactyl, plesiosaur, triceratops, fossil, iguanodon, velociraptor, scales, t-rex, brachiosaurus, diplodocus, herbivore, omnivore, carnivore, small, medium, large, enormous, plates
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Engage in story times – story time takes place during afternoon snack

### Personal Social and Emotional

- See themselves as a valuable individual** – during carpet sessions and during the day knowing that their contributions are valued.
- Show resilience and perseverance in the face of challenge** - being encouraged to do their very best and not to give up. Learnt within the school day and through school values.
- Manage their own needs** – Children are encouraged to put their own jumpers and coats on. Manage their own personal hygiene; Blowing their nose, washing hands before snack and lunch. Flushing the toilet, washing hands and putting paper towels in the bin. Looking after our own belongings; coats, jumpers, bookbags, water bottles, PE kits and forest school kits

### Understanding the World

- Recognise some environments that are different to the one in which they live - When looking at dinosaur habitats, which parts of the world are like that now? Are those countries similar to ours or are they different?
- Understand the effect of changing seasons on the natural world around them – Forest school sessions on Winter. Observing weather on a daily basis before our 10-minute run.
- Describe what they see, hear and feel whilst outside – VIP free flow, daily weather observations, forest school sessions.
- Explore the Natural World around them - Children have opportunities throughout the day to explore the natural world as well as during Forest school sessions.
- Draw information from a simple map - When looking at dinosaur environments we will look at maps as well as designing and making our own dinosaur environments and maps.
- Vocabulary: stegosaurus, Apatosaurus, pterodactyl, plesiosaur, triceratops, fossil, iguanodon, velociraptor, scales, t-rex, brachiosaurus, diplodocus, herbivore, omnivore, carnivore, small, medium, large, enormous, plates
- RE – Which places are special and why?