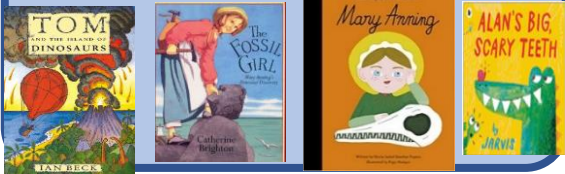


Reception Term 3 – Amazing Creatures

Key Questions – Who was Mary Anning?



Key Text for Literacy



Key outcomes.

- Exploring the life of Mary Anning
  - Recounting the extinction of the dinosaurs using non-fiction texts.
- Making salt dough fossils

**Challenge**  
We are challenged and supported to achieve success.

**Caring**  
We care for and value each other and ourselves.

**Community**  
We work together to build respectful relationships in all communities.

**Curriculum**  
We learn new and amazing things!

**Citizenship**  
We learn how to stand firm as citizens of the world around us and beyond.

**Saint John's CE Primary School Termly Overview**  
*where we all flourish*  
We are 'like a tree, flourishing in God's unfailing love' Psalm 52:8  
From diverse beginnings and building on our Christian values, we grow together to reach up and reach out.

This term's Christian value: Forgiveness

We will consider how we can show this in our school *community*, through *caring* for each other. We will reflect on how we have shown forgiveness in key events.

**Literacy – Talk4Writing**

**Fiction** – Tom and the island of the dinosaurs story pattern – warning focus story language, connectives

**Non fiction** –Mary Anning, fossil hunter text type – information and discussion

**Poetry** –I'm a mean old dinosaur, Carnivores, herbivores and omnivores, Prehistoric animal brigade, 5 little dinosaurs, 5 enormous dinosaurs

**Communication and Language Development** – Speaking/ developing speaking in sentences and using conjunctions – and/ because. Using questions to find out more.

Exploring vocabulary – focus on past tense

Listen attentively in a range of situations and know how to listen carefully.

**WRITING**

Use appropriate letters for initial sounds.

Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.

Spell to write VC and CVC words independently using Phase 2 graphemes.

Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.

**Literacy – Reading linked to T4W**

**COMPREHENSION** -Using Vipers

Use picture clues to help read a simple text.

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Play is influenced by experience of books and use of vocabulary (small world, role play).

**WORD READING**

Read individual letters by saying the sounds for them.

Blend sounds, including taught digraphs into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to the school's phonic programme – Floppy Phonics.

**Maths – White Rose Maths Alive in 5**

Introducing zero

Comparing numbers to 5

Composition of 5, five wise

Comparing Mass

Comparing Capacity

**Growing 6,7,8**

Number 6, 7, 8,

Making pairs - pairs wise

Combining 2 groups

Length, height

Time

Personal Social and Emotional Development - PHSE/RSE-

To be able to focus during longer whole class lessons. To begin to show resilience and perseverance in the face of a challenge. To be able to use taught strategies to support turn taking

**SCARF - Keeping safe**

What's safe to go onto my body?

Keeping Myself Safe - What's safe to go into my body?(including medicines)

Safe indoors and outdoors

Listening to my feelings

Keeping safe online

People who help to keep me safe

**Learning through Locality**

Exploring schools' grounds and observing seasonal changes in the Winter.

**Outdoor Learning**

Free flow.

Introduce some messy play sessions

**Home Learning**

Phonic sheets and texts, reading, ordering numbers out of milk bottle tops.

**Enrichment and Partnership**

Drama Workshop

Balanceability

Lunar New Year

Dental Hygiene Talk

Whole school History Day

6<sup>th</sup> Form students reading

Learning celebration

**Understanding the World – Science**

Communication: Comment on what they notice about the environment and the features where they live, and different environments. Understand the effect of the changing seasons on the natural world around them.

Describe what they see, hear, and feel outside.

I know which animals come from which country / continent.

**Understanding the World - History and Geography**

People Culture and Communities

I can describe how the Chinese New Year is celebrated referred back to celebrations in term 2

The Natural World

I can describe how Mary Anning explored the Jurassic coast looking for fossils.

Past and Present

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 and talk about lives of people around them.

Significant historical events, people and places in their own locality.

I can describe that Mary Anning found fossils

**R.E F6 Which times/stories are special and why?**

What is your favourite story? What do you like about it, and why?

What stories do you know about Jesus?

What do you think Jesus was (is) like?

Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Know that people around the world have different religions.

Who are the stories about?

What happens in the story? Does the story tell you about God? What do you learn?

What stories do you know that tell you how you should behave towards other people?

What are the similarities and differences between different people's special stories?

**Expressive Art and Design -Art/DT**

Develop storylines in their pretend play.

Explore how colour can be changed

Make different textures; make patterns using different colours

Making lanterns, Chinese writing, puppet making, Chinese music and composition

I can recognise, create and describe pattern: tiger skin

Drama conventions through literacy

Develop techniques for joining materials, such as how to use adhesive tape and different sorts of glue

Move in time to music.

**Music**

Charanga — Learn to sing nursery rhymes and action songs:

Wind The Bobbin Up

Rock-a-bye Baby

Five Little Monkeys Jumping On The Bed

Twinkle Twinkle

If You're Happy And You Know It

Head, Shoulders, Knees And Toes

**Phonics** - Phase 1 and completing 2 and beginning phase 3. Recognise taught digraphs in words and blend the sounds together.

See phonic overview

**Computing –**

To understand the basic functions of an iPad (home button, lock button and volume buttons

SMART RULES

to tell an adult if they see something on a digital device that upsets them

to know not to give out any information about themselves

to know that not everything they see on the internet is true

**Physical Development - P.E.**

We will be covering both fine and gross motor skills. In PE lessons we will be covering these skills during our gymnastic sessions: - balancing, running, jumping, changing direction, hopping, travelling, working safely, making shapes with the body, rocking, rolling, travelling, taking turns, co-operation, communication, confidence, selecting and applying skills, creating sequences.

We will also be learning how to ride a bike in balanceability and handling scissors, pencils and glue sticks effectively.