

Personal and Social Development

I can talk with others to resolve conflicts and resolve issues (some support needed) *How could the dinosaurs make friends? What could T Rex do to show that he is sorry?*

I can identify feelings using words like happy, sad, angry. *How were the dinosaurs in the café feeling?*

I can follow rules and don't always need adult support. *I can begin to recognise why it is important that I follow the rules.*

I can make healthy choices about food, drink, activity and toothbrushing. *What foods should the dinosaurs eat in the café?*

Why should they eat more fruit and vegetables?

I can gradually understand how others might be feeling. *I can reflect on why the dinosaurs in the café might be scared, worried or frightened.*



Physical Development

I can handle some of my own hygiene needs e.g. teeth brushing, hand washing. *I can help the dinosaurs to brush their teeth. I can show you how to brush my teeth properly.*

I can start to eat using a knife and fork. *I can show the dinosaurs how to eat nicely in the Dinosaur Café. I can hold my knife and fork and begin to cut carefully at snack time.*

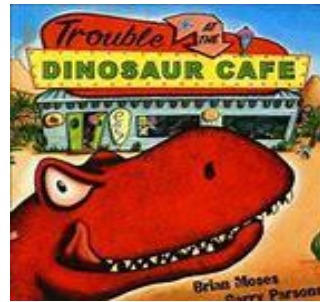
I can start to manage zips, putting on coats etc.

I can use one-handed tools and equipment, for example, making snips in paper with scissors.



Nursery

Spring Term 2: Topic: Dinosaur Roar



RE: The Way, the Truth & the Life – Good Friends.

- Children learn to respect each other and to respect adults.
- They learn to form and experience good relationships.
- They learn to say 'sorry' when necessary.
- They hear about what happened at Easter.

He is Risen

Communication and Language and Phonics

I can respond appropriately when I am spoken to e.g. asked a direct question. I know to listen when someone else is speaking.

I can use some new vocabulary e.g. scientific and story vocabulary. *I can learn some Dinosaur names. I can clap out the syllables in their names and hear and say the initial sound.*

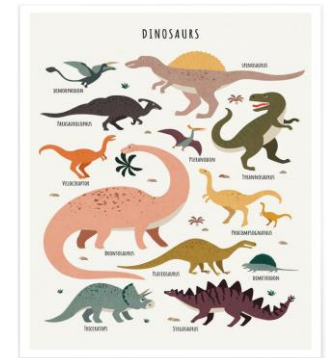
I can begin to develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'tyrannosaurus rex' or 'diplodocus'.

I can develop my sentences using new vocabulary linked to maths or science. *I can use sentences to explain what I have learnt about Dinosaurs.*

I can express my opinion using short sentences. *I can name my favourite dinosaur and say why I like them.*

I can answer a range of questions.

I am starting to understand 'why?' I can answer questions and begin to wonder about The Dinosaur World.



Literacy

Reading

I can spot and match rhymes. I

can begin to suggest rhymes - count or clap syllables in a word.

I am beginning to spot words with the same initial sound.

I am starting to use different vocabulary from books in my play and when talking about stories. *I can use the using small world Dinosaurs to retell dinosaur stories and include new words that I have learnt.*

Writing

I can use some of my print and letter knowledge in my early writing.

For example: writing a list of Dinosaur names; or a menu for the café.

I can write some or all of my name, I am beginning to form some letters correctly.

I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.

I can begin to segment sounds in the order in which they occur (with support)

The World

I can show care for my environment and plant and care for seeds and plants. *I can grow some vegetables and plants for the Dinosaurs to eat in the Café.*

I can begin to understand the key features of the life cycle of a plant and an animal.

I can use all my senses in hands on exploration of natural materials. I can build Dino Dens using Loose Parts. *I can dig for Dino Bones and compare their size.*

I am beginning to know that there are different countries in the world. *I can explore the World Map to see where different dinosaurs lived in the past.*



Expressive Arts and Design

I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can draw or paint my favourite dinosaur. *I can draw or paint a plant.*

I can use self- chosen materials to create my own ideas to create a model dinosaur or dinosaur den.

I can sing my own created songs and follow pitch, melody and tone.

I can play musical instruments with greater control and purpose. *I can make loud and quiet sounds to represent different dinosaur characters. I can play beat out the names of different dinosaurs using a variety of instruments.*

I can create more complex small world set ups to adapt and create stories e.g. create a dinosaur habitat.



Mathematical Development

Number

I can say one number name for each item. *I can count dinosaurs that can be moved. I can count out up to five dinosaurs from a larger group. I can show 'finger' numbers to 5. I can show what I see or notice using my fingers to count or show amounts.*

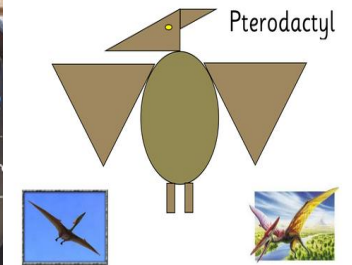
I know that the last number reached tells me how many

I can experiment with symbols and marks (and numerals)

I can recite numbers past 5. *One Dinosaur, Two Dinosaurs, Ten Dinosaurs*

I can make comparisons between quantities. *I can say when there are more dinosaurs or less dinosaurs.*

I can solve real world mathematical problems with numbers up to 5. *I can share food between different amounts of Dinosaurs. I begin to recognise when a dinosaur has been added or taken away.*



Shape and Pattern

I can extend a pattern that has been made

I can create my own simple patterns (ABAB)

I can combine shapes to make new ones e.g. I can make different shape dinosaurs using 2D and 3D shapes.

I can give simple directions using position words e.g. *I can describe the position of different dinosaurs.*