

Dates to remember:

Thursday 10th February – Reception Class local walk

Thursday 17th February – Reception Class Local Walk

Outdoor Learning:

We access outdoor learning everyday so please make sure that your child brings a waterproof coat and suitable outdoor shoes into school each day.

Tapestry:

We will upload learning to Tapestry daily. Please make sure that you can access your Tapestry account so that you don't miss important updates, and photographs and videos of your child. We also love to see your family traditions, fun, and learning at home. Please do upload your own videos and photographs for us to share with your children at school. Please see a member of the team if you would like any help with using Tapestry.

Things that to remember: (Reception) (Nursery)

Monday	Reading book and record <i>Changing bag if needed, spare clothing</i>
Tuesday	Reading book and record <i>Changing bag if needed, spare clothing</i>
Wednesday	Reading book and record PE Kit and Forest School Kit <i>Changing bag if needed, spare clothing</i>
Thursday	Reading book and record <i>Changing bag if needed, spare clothing</i>
Friday	Reading book and record <i>Changing bag if needed, spare clothing</i> Forest School Kit



Exceeding Expectations,
Raising Aspirations.

Spring 1

Castle View Primary

Long, Long Ago



Early Years Foundation Stage

The Team:

Mrs Eason, Mrs Horvath, Mr Knowles

Ms Lovatt, Mr Handley, Mrs Cooke, Miss Duggan,

Miss Ryder, Miss Barlow

Physical Development (PE)

Cutting zig zag lines for dinosaur teeth; scissor control
Fossil eggs; using tools hammer and chisel to open
Take the children to a large space and encourage them to move like enormous dinosaur predators. For example, Velociraptor (running fast), Pterodon (swooping), Gigantosaurus (stomping), Tylosaurus (swimming and leaping out of the water), Troodon (running together in packs).

Communication and Language (Speaking and Listening)

We will be playing dinosaur naming games, focussing on learning new vocabulary of dinosaur names, clapping syllables and playing with alliteration and rhymes, such as Anna Ankylosaurus or Daniel Diplodocus.
Share 'where we live' power points photos and sharing discussions about where we all live in Matlock and Bakewell.
Establish what children know about our towns already.

PSED (Personal, Social and Emotional Development)

How to care for a dinosaur egg
Talk to the children about being brave - like knights. What does being brave mean? When were the children brave? Remind the children that being brave means that they can still ask for help when needed but that they try new things and persevere with challenges.

Understanding of the World

(History, Geography, RE, ICT)

All about Dinosaurs -including using an Archaeological dig
Learn what a museum is, by watching some Dinosaur Museum tours online, such as the National History Museum.
Watch modelling and learn how to use the 'Dinosaur Museum and shop' roleplay area
Learning the difference between a herbivore and a carnivore
Provide a large sheet of paper for children to use to create a map showing a castle and some knights. Challenge children to program the Bee-Bot dragon to reach the castle and different places on the map.

Expressive Arts and Design (Art, D&T and Music)

Follow steps to learn 'How to draw a dinosaur'
Make dinosaurs out of construction materials, such as large scale junk, or bric, Lego, stickle bricks or magnetic blocks.
Constructing castles from junk modelling boxes. Label the parts of the castle once we have learnt them.
Provide some tinfoil for children to tear, shape and mould around some toys to create suits of armour.
Create a collection of shiny materials for children to explore such as metal spoons, CDs, tins, shiny paper, tinfoil and coins.
Provide a selection of textured materials such as bubble wrap, bark and corrugated card for children to use to create wax crayon rubbings.
Encourage children to use this technique to decorate dragon eggs, dragon scales or dragon pictures.
Encourage children to design a flag to go at the top of a castle
Castle roleplay with dressing up clothes

Long, Long Ago

Mathematics

Practising accurate 1-1 counting and matching quantities to numbers.
Comparing size: longest to shortest dinosaur.
Drawing out chalk dinosaurs to size on the playground to explore the size of real dinosaurs.
How many teeth does the dinosaur have?
Reading price tags in our 'dinosaur museum shop' role-play area and paying with 1p coins.
Exploring shape and size to build castles.
Representing numbers in different ways: with dots, with tallies, with pictures, with numerals, using fingers.
Comparing amounts.
Reception Class - solving some simple addition and subtraction calculations.

Literacy (Reading and Writing)

We will be sharing the following texts as our 'books of the week';

Dinosaurs Galore by Giles Andreae
My Dinosaur - Oxford Reading Tree
Zog, by Julia Donaldson and Axel Scheffler
Castles by Maggie Freeman
Usborne Look inside a Castle by Conrad Mason
Zog, by Julia Donaldson and Axel Scheffler
We are all different; places where people live
Play a reading game to cross a moat and reach the castle! Place 3 large plastic hoops in the floor and place letters inside each to spell a CVC word. Encourage children to step into the hoops, saying each phoneme and blending to read the word to reach the castle.

Write invitations for the castle ball

We will be learning phonics daily, to support reading and writing. This will include...

Phonics

Nursery:
Phase 1 phonics to develop listening skills, understanding of rhyme, and oral segmenting and blending.
Developing a tripod pencil grip.
Following handwriting patterns with increasing control and learning how to form the letters in our names.
Retelling familiar stories and singing rhymes.
Reception Class
Phase 2 and Phase 3 phonics. Using sounds in reading and writing.
Development of independent writing skills through different topic related experiences: writing labels for our role-play area, labelling the parts of a castle, recording our own interests on a shield, drawing and labelling a map of our local area.
Development of independent reading skills through individual and guided reading, and reading opportunities in the classroom environment.