



# Jurassic Coast: Our Home Rocks!



## Rational

The children spent their first term at school learning about what makes them special, starting by looking at their family structure and ending with exploring their celebrations. For children to make sense of the world around them, they first need to have a good understanding of themselves as individuals. Our initial topic, 'Me, Myself and I' gave the children endless opportunities to discuss, question and explore the immediate factors that contribute to their identity.

As we move through the year, the children now have a secure knowledge of what makes them 'them' and a growing understanding of their place in their immediate environment eg. school and family. We are now looking to explore further afield and will be expanding our learning from focusing on the 'here' to the 'near'. Our enquiry question has grown from asking 'Who are we?' to 'Where do we live?'. We will be learning more about our local area and community, focusing on what makes Dorset a special place to live in. As we develop our knowledge and awareness of Dorset, we aim to foster a sense of awe and wonder about our locality. We want the children to be proud of where they live and seek to preserve and nurture the history of our county.

Children's current knowledge, skills, interests and experiences	Cultural Capital Opportunities	Next steps.. (based on the needs of the children from our ongoing assessments)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>*All phase 2 graphemes</li> <li>*Most phase 3 graphemes</li> <li>*Understanding of numbers to 7</li> <li>*Understanding that numbers and amounts are made up of parts</li> <li>*Number bonds to 5</li> <li>*Language of length and height</li> <li>*Understanding of measuring using non-standard units, estimating and ordering</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Ordering numbers to 10 – understanding the relationship between numbers eg 1 more/less</li> <li>*Knowing numbers beyond 5 are made up of 5 and a bit</li> <li>*Blending and segmenting CVC and CVCC words</li> </ul> <p><b>Interests</b></p> <ul style="list-style-type: none"> <li>*Woodwork</li> <li>*Digging and transporting</li> <li>*Role playing – hospitals, hairdressers, pirates, schools</li> </ul> <p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>*Interacted with a pirate</li> <li>*Dress up days</li> <li>*Oritenteering – map reading and treasure hunts</li> </ul>	<p><b>What experiences do our learners come to school with?</b></p> <ul style="list-style-type: none"> <li>*Many of our learners have explored the local area and visited tourist landmarks such as Durdle Door, Lulworth Cove, Old Harry Rocks etc.</li> <li>*Most children have been to the beach and experienced the sea</li> <li>*Many children have visited dinosaur museums and locations of fossils</li> </ul> <p><b>What we will do to develop their Cultural Capital?</b></p> <ul style="list-style-type: none"> <li>*Science Dome visit</li> <li>*Fossil excavations</li> <li>*Bone discoveries</li> <li>*High quality texts</li> <li>*Explore our local area using Google Earth</li> </ul>	<ul style="list-style-type: none"> <li>*Continue to recognise phase 3 graphemes in isolation</li> <li>*Blend phase 3 CVC and CVCC words</li> <li>*Blend pink books with increased fluency, begin to attempt red books</li> <li>*Make independent phonetic attempts at words</li> <li>*Write simple sentences, beginning to use finger spaces</li> <li>*Form phase 2 graphemes correctly</li> <li>*Engage in activities for an extended period of time</li> <li>*Hold pencil with a comfortable, tripod grip</li> </ul>

**Enquiry Question**  
Where do I live?

**Sparkly Starter**  
Jurassic  
Discovery

**Fab Finish**  
Science Dome Visit  
21.3.24

Communication and Language	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*The difference between a fiction and non-fiction books. *To engage in non-fiction books *Features of a non-fiction book *Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary *New vocabulary and use it in context.	*Use new vocabulary in different contexts *Ask questions to find out more *Articulate ideas in well-formed sentences *Connect one idea or action in another using a range of connectives *Follow instructions containing several parts *Explain why things might happen, linking to recently introduced vocabulary through non-fiction texts *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen <b>*Engage in non-fiction books</b> *Retell a story, including story language and the sequence of a text. <b>*Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary</b>

Personal, Social & Emotional Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
<b>*About the different factors that support their overall health and wellbeing:</b> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> *The importance of healthy food choices *That other children share different perspectives and interests	*Recall shared interests and experiences with peers <b>*Talk with others to solve conflicts</b> <b>*Develop ways of being assertive</b> <b>*Show resilience and perseverance in the face of challenge</b> *Show sensitivity to their own and to other's needs

Physical Development	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*To automatically hold a pencil in a tripod grip *Correct letter formation of phase 2 graphemes	<b>*Develop a more standardised pencil grip – tripod grip</b> <b>*Begin to form letters correctly and consistently</b> *Show growing accuracy and care when drawing <b>Combine different movements with ease and fluency.</b>  <b>OUTDOOR PE FOCUS: GAMES</b> <b><i>Attacking and defending</i></b> *Chasing games *Follow simple rules  <b>INDOOR PE FOCUS:</b> <b>DANCE</b> <b><i>Responding to Music</i></b> *Join a range of movements together *Change speed and style of movements *Create a short movement phrase

# Phonics

## Spring 2

### Phase 4

Children will continue to consolidate their knowledge of phase 2 and 3 graphemes.  
Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing.

Week 1	ng nk
Week 2	ai ee
Week 3	igh oa
Week 4	oo oo
Week 5	ar or
Week 6	ur ow

Tricky Words	High Frequency Words
so, have, like, some, come, do, little, what, were, there, one	went, it's, from, children, just, help

### Quality Texts

Curious About Fossils  
Fossils Tell Of Long Ago  
Curious Questions & Answers About Fossils  
A Girl Called Mary  
My Encyclopaedia of Very Important Dinosaurs  
Dinosaur Bones  
Easter Story

# Literacy

We want children to know...  
(Substantive Knowledge)

- \*The terms capital letters, finger spaces, full stops
- \*Features of a sentence
- \*Recognise phase 4 tricky words
- \*Recognise phase 3 graphemes
- \*Read some letter groups that each represent one sound and say sounds for them
- \*Understand the term 'adjective'

We want children to know how to...  
(Disciplinary Knowledge)

- \*Link letters to sounds
- \*Blend words with adjacent consonants – as individual phonemes
- \*Blend sounds in CVCC, CCVC, CCVCC words
- \*Spot repeated words in sentences, knowing not to sound them out again**
- \*Read simple sentences
- \*Re-read sentences to build up confidence in word reading, fluency and understanding and enjoyment
- \*Write words containing phase 3 graphemes
- \*Write some phase 3 tricky words
- \*Make phonetical attempts at words
- \*Form lower case letter and some upper-case letter correctly
- \*Write a dictated simple sentence independently

## Topic Vocabulary

Anchor words (key vocabulary for the topic)	Goldilocks Words (not too easy and not too hard, just right)	Step On Words (more challenging and specific vocabulary)
Land Sea Beach Bones	Coast Fossil Dorset North, South, East, West	Settlement Herbivore Omnivore Carnivore Jurassic County Compass

## Key Nursery Rhymes and Songs

### Spring 2

Old Macdonald  
Incy Wincy Spider  
Baa Baa Black Sheep  
Row, Row, Row Your Boat  
The Wheels On The Bus  
The Hokey Cokey

Mathematics		
Spring 2	Number Theme	Shape, Space, Measure, Pattern Theme
Week 21	<b>Comparison</b> <ul style="list-style-type: none"> <li>Comparison using knowledge of ordinality rather than comparison by matching of quantities</li> <li>Children to notice whether a change creates a number which is more or less than another</li> </ul>	<b>3D Shapes</b> <ul style="list-style-type: none"> <li>Shape awareness – developing shape awareness through construction</li> <li>Identifying similarities between shapes</li> </ul>
Week 22	<b>Composition</b> <ul style="list-style-type: none"> <li>Composition of 7 as 2 groups</li> <li>Focus on 5 and a bit</li> </ul>	<b>3D Shapes</b> <ul style="list-style-type: none"> <li>Introduce shape name and properties</li> <li>Cube and Cuboid</li> </ul>
Week 23	<b>Subitising</b> <ul style="list-style-type: none"> <li>Subitising within 6</li> <li>Look at doubles – which numbers can be made using doubles and which numbers cannot</li> </ul>	<b>3D Shapes</b> <ul style="list-style-type: none"> <li>Introduce shape name and properties</li> <li>Cone and Pyramid</li> </ul>
Week 24	<b>Composition</b> <ul style="list-style-type: none"> <li>Sort odd and even numbers by looking at their tops; odd blocks and flat tops</li> </ul>	<b>3D Shapes</b> <ul style="list-style-type: none"> <li>Introduce shape name and properties</li> <li>Cylinder and Sphere</li> </ul>
Week 25	<b>Counting, Cardinality and Ordinality</b> <ul style="list-style-type: none"> <li>Counting larger amounts</li> <li>Strategies for counting</li> </ul>	<b>3D Shapes</b> <ul style="list-style-type: none"> <li>Revisit all 3D shapes and their properties</li> </ul>
Week 26	<b>Subitising</b> <ul style="list-style-type: none"> <li>Structured arrangements including the 10 frame</li> </ul>	<b>3D Shapes</b> <ul style="list-style-type: none"> <li>Developing an awareness of relationships between shapes</li> </ul>

Understanding the World	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*Poole is part of the county, Dorset *Dorset is part of England *The name of their county – Dorset *Dorset is on the coast – the coast is land next to sea *They live on the Jurassic Coast <b>*What a map is and its function</b> <b>*About the natural world around them</b> *The terms omnivore, herbivore, carnivore refer to whether an animal eats meat or not *Name of common dinosaurs and what they eat <b>*Directional language – north, east, south, west</b> *Similarities and differences between the natural world around them *Easter is the celebration of Jesus coming back to life *Spring is the season of new life	*Recognise some similarities and differences between life in this country and life in other countries. *Make observations and draw pictures of animals *Draw information from a simple map.

Expressive Art and Design	
We want children to know... (Substantive Knowledge)	We want children to know how to... (Disciplinary Knowledge)
*The terms speed and style in dance *The terms 3D, sculpture and form	*Listen attentively, move to and talk about music, expressing their feelings and responses *Watch and talk about performance art, expressing their feelings and responses *Engage in dance, performing solo or in groups *Play instruments with increasing control to express their feelings and ideas *Play instruments within a song *Invent and recount narratives and stories with peers – story scribing *Develop storylines in their play *Make use of props and materials when playing characters in narratives and stories.

### Characteristics of Teaching and Learning

(The ways in which the children are learning from their environment, experiences and activities)

Playing and Exploring	Acting out experiences in my play show a 'can do' attitude Use my senses to explore the world around me
Creating and Thinking Critically	Think of ideas Planning, making decisions about how to approach a task, solve a problem and reach a goal
Active Learning	Maintain focus for a period of time Be proud of how things are accomplished

### Partnership with Parents

### Home Learning Opportunities/Activities

- \*Share reading books and engage in other reading materials (reading books tbc)
- \*Respond to 'Learning News' updates on Tapestry with images and observations of your child demonstrating the skills they've learnt at school
- \*Continue to practise reading your Rainbow Words by sight
- \*Practise subitising to 6, seeing smaller amounts within
- \*Practise representing amounts on their fingers, recognising that numbers beyond 5 are made of '5 and a bit'
- \*Practise counting beyond 10
- \*Regular letter formation practise using the materials from school



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