

Topic:

<p>Prime Areas</p>	<p>Communication and Language 30-50 -Listens to stories with increasing attention and recall. -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. -Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. -Beginning to understand 'why' and 'how' questions. -Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 40-60 • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ELG -Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. -Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. -They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Exceeding -After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Activities <ul style="list-style-type: none"> • What questions would you ask real doctors about their jobs? • Role play a castle • Dragon egg explorative outside - ask questions about how it got there and what it could be. • Small world play with dragons • Dragon costume props - what could be used at school? • What can you think of that flies? </p>	<p>Physical Development 30-50 -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. -Holds pencil near point between first two fingers and thumb and uses it with good control. 40-60 -Travels with confidence and skill around, under, over and through balancing and climbing equipment. -Shows increasing control over an object in pushing, patting, or kicking it. -Uses simple tools to effect changes to materials. -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Health and self-care -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ELG -Children show good control and co-ordination in large movements. -They move confidently in a range of ways, safely negotiating space. -Children know the importance for good health of physical exercise, and a healthy diet. Exceeding -Children can hop confidently and skip in time to music Activities <ul style="list-style-type: none"> • Obstacle course - How to save princess Pearl. • Dragon school training camp. • Healthy eating, sleeping, lots of water, hygiene - what do dragons need to be fit and strong? • Fire safety - Fill drill • First aid - What's in a first aid kit? </p>	<p>Personal, Social and Emotional Development 30-50 -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 40-60 -Can describe self in positive terms and talk about abilities. -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. -Explains own knowledge and understanding, and asks appropriate questions of others. -Takes steps to resolve conflicts with other children, e.g. finding a compromise. ELG -Children are confident to try new activities, and say why they like some activities more than others. -Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. -Children play co-operatively, taking turns with others. Exceeding -They know when and how to stand up for themselves appropriately. -They can stop and think before acting and they can wait for things they want. -They resolve minor disagreements through listening to each other to come up with a fair solution. Activities <ul style="list-style-type: none"> • Zog Trip • Negotiating of conflict through the fight that Zog and Sir Gadabout attempt to have. • Practising, rewards and hard work. </p>
<p>Specific Areas</p>	<p>Literacy 30-50 Reading -Beginning to be aware of the way stories are structured. -Suggests how the story might end. 40-60 - Links sounds to letters, naming and sounding the letters of the alphabet. - Writes own name and other things such as labels, captions. - Attempts to write short sentences ELG -Children use phonic knowledge to decode regular words and read them aloud accurately. -They also read some common irregular words. -They demonstrate understanding when talking with others about what they have read.</p>	<p>Maths - Numbers 40-60 -Counts objects to 10, and beginning to count beyond 10. -Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. - Counts an irregular arrangement of up to ten objects. - Uses the language of 'more' and 'fewer' to compare two sets of objects. - Finds one more or one less from a group of up to five objects, then ten objects. - Records, using marks that they can interpret and explain. ELG -Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. -They solve problems, including doubling, halving and sharing. Exceeding -They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>Maths - Space, shape and measure 30-50 - Uses positional language. 40-60 -Beginning to use mathematical names for 'solid' 3D shapes and use mathematical terms to describe shapes. -Orders two items by weight or capacity. -Uses everyday language related to time. Beginning to use everyday language related to money. -Orders and sequences familiar events. -Measures short periods of time in simple ways. ELG -Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>

	<p>-Children use their phonic knowledge to write words in ways which match their spoken sounds. -They also write some irregular common words. -They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Exceeding -Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p> <p>Activities Week 1: Overview of the story - Link the remaining five weeks to what the dragons learn during their five years at dragon school. Week 2: Flying Week 3: Roaring Week 4: Blowing Fire Week 5: Capture a princess Week 6: Fighting</p> <p>Writing styles</p> <ol style="list-style-type: none"> 1. Instructions 2. Story map 3. Characters, setting, problem and solution 4. Describe a princess and a dragon 5. News report - detectives and interview 	<p>Activities</p> <ul style="list-style-type: none"> • 16 to 20 • Tens frames • Numicon - shapes • Number beads 	<p>Activities</p> <ul style="list-style-type: none"> • 3D shapes • ICT suite • Construction
	<p>Expressive Arts and Design 40-60 -Understands that different media can be combined to create new effects. -Manipulates materials to achieve a planned effect. -Constructs with a purpose in mind, using a variety of resources. -Selects tools and techniques needed to shape, assemble and join materials they are using. -Chooses particular colours to use for a purpose.</p> <p>ELG -Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Activities</p> <ul style="list-style-type: none"> • Dragon craft - clay, playdough, paper plate, toilet roll • Build towers/Castles - which is the strongest material - link to UW • Design a new outfit for princess who doesn't like silly dresses 		<p>Understanding the World 40-60 -Looks closely at similarities, differences, patterns and change.</p> <p>ELG -Children talk about past and present events in their own lives and in the lives of family members. -They know about similarities and differences between themselves and others, and among families, communities and traditions. -Children know about similarities and differences in relation to places, objects, materials and living things. -They talk about the features of their own immediate environment and how environments might vary from one another. -They make observations of animals and plants and explain why some things occur, and talk about changes. -Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Activities</p> <ul style="list-style-type: none"> • What animals come from eggs? • Making dragon slime • Visit the castle • How is our school different/same to dragon school? • Ambulance/ Paramedics - how they help us? • Experiment of who has the loudest roar?
Focus Areas	<p>RE</p> <p>Easter Story</p>	<p>School Value <u>Justice</u> Treating people fairly Making wise choices Seeing God's love in action Seeing the whole picture Keeping God's rules Goodness is stronger than evil</p>	<p>Phonics <u>Continue Phase 3</u></p> <ul style="list-style-type: none"> • Teaching and applying consonant digraphs and vowel digraphs. • Segmenting for writing simple VC, CVC, CVCC, CCVC, CVVC words • Read high frequency words: was, you, they, all, are, my, her (that cannot be sounded out) • Learn how to spell tricky words • Reading two syllable words like sunset

