

Core Texts

Rosie's Walk – Pat Hutchins

The Very Hungry Caterpillar – Eric Carle

The Tiny Seed –Eric Carle

Non fiction: Dinosaurs, lifecycles, animals, farms, seasons

Hattie Peck - Emma Levey

Stomp, Dinosaur, Stomp! - Margaret Mayo

Core Vocab

Lifecycle

Growth

Metamorphosis

Herbivore

Carnivore

Hatch

Germinate

Seasons

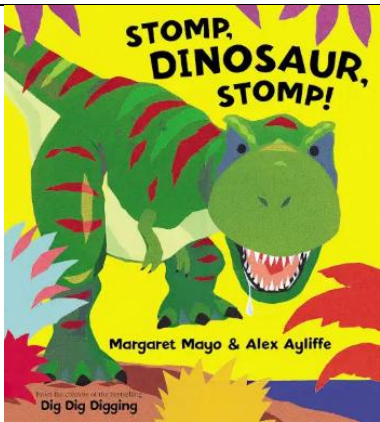
Spring

Change

Same

Different			
	Topic	Curriculum	Further learning
Week 1	Out of the Egg – Lifecycles 	Monday: Eggs to arrive.... <u>What could these be? What comes from an egg?</u> <u>Ask questions to find out more!</u> Tuesday: Make predictions as to what could be inside the eggs... Wednesday: Chicks will start to hatch! English: Label a photo of the mystery eggs with a (simple caption) prediction; It is a _____. WS2 C&L: Make predictions about what might come out of the eggs, using questions to find out or to talk about our experiences. Observe and discuss the changes and experience of chicks hatching from an egg - mostly using full sentences. LS1, LS2, LS3, SS3 Topic: Talk about how animals grow by matching baby animals with their mother. Describe and talk about how the eggs are being incubated in our classroom. Use collage materials to collage a chick picture once they have hatched. CMS2, NWS1, NWS2	Chicken egg experience
Week 2	Out of the Egg - Chickens	English: Use correctly formed letters to label a chicken. WS1 C&L: Observe and discuss how the chicks change, where they live and what they eat and drink. Describe the lifecycle of a chicken and how they grow. NWS2, LS1-3, SS2 Topic: Explore the lifecycle of a chicken and how they grow and change. Use Rosie's walk to discuss a Chicken's habitat. NWS1, NWS2 Maths: Use Rosie's walk to hear and use prepositional language.	Chicken egg experience

Week 3	Out of the Egg - Dinosaurs 	Monday: Use the last page of Hattie Peck to discuss all the different types of eggs she found and cared for and what hatched from them. Go on a class walk to see if we can find an egg (we will!) <u>What could it be? How is it the same/different as the chicken eggs? What comes from an egg? Ask questions to find out more!</u> Tuesday: (Toy) Dinosaur to have emerged from the found egg overnight! Give the Dinosaur a class name – find its real name, know where it would have roamed, know that Dinosaurs did exist but that they are extinct now. English: Write a simple caption about our class Dinosaur; e.g. It is big... it has a long neck WS2 C&L: Suggest why something might happen – discuss the newly found egg and make predictions as to what might happen or which might hatch from it. SS1, SS2 Topic: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Sing Dinosaur rhymes and songs (e.g. 'There's a Dinosaur'). PPA1, PPS2, IS1 Maths: To verbally count to twenty PS1	Thursday 12th March - Trip to Paradise Park SRS1-3
Week 4	Out of the Egg - Dinosaurs	English: WS1 Form all letters correctly, WS2 Write a simple caption using single sounds and the first 6 digraphs, WS3 Mostly use finger spaces - this could be linked to this week's core text and verbs used for the dinosaurs. C&L: Join in with whole class discussions and retelling and performing of 'Stomp, Dinosaur, Stomp! Practice using verbs to instruct our friends on how to move (like dinosaurs) SS1, SS3, IS2, IS3	Assessed writing opportunity WS1 - WS3 Assess maths (Pattern) PS1-PS4

		Topic: Use scissors to cut curved and irregular shapes, manipulate a range of tools such as paintbrushes, sellotape and select collage materials to create different effects to create a dinosaur egg or picture of a dinosaur. Sing Dinosaur rhymes and songs (e.g. 'There's a Dinosaur'). FS2, FS4, CMS2, IS1 Maths: To verbally count to 20, use greater than, less than or the same as to describe quantities, make up their own repeating pattern PS1-PS4	
Week 5	Spring – Lifecycle of a Frog 	English: Handwriting milestone. Label a lifecycle with a simple caption WS1, WS2 C&L: Using full sentences, describe and explain a lifecycle SS2, SS3 Topic: Describe animal habitats and suitable conditions. Eg: tadpoles live in a pond and may need to hide under rocks by visiting the school pond and or having Frogspawn in our classroom to observe. Talk about the growth in animals and plants by drawing on previous knowledge of lifecycles (for a chicken) and creating one for a frog. Explain how they have changed since being a baby NSW1, NWS2, PPS1 Maths: Order numbers 1-10 NS2	End of term milestone data capture Update individual milestone trackers End of half term Little Wandle assessment