

PSED	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Remember		How to show perseverance.	That I learn by making mistakes.	What a sensible amount of screen time is.	How to stay safe on the internet.	How to resolve a problem with a friend.
Starter		TTYP: What does it mean to persevere?	Show children a sentence that you have written but you have made lots of mistakes. Discuss what you could do?	TTYP: What happens if we spend too much time using the screens?	TTYP: How can we stay safe on the internet?	Read another one of the friendship scenario cards and discuss how the situation could be resolved.
I Will Know	How to show perseverance.	That I learn by making mistakes.	What a sensible amount of screen time is.	How to stay safe on the internet.	How to resolve a problem with a friend.	How to get ready for year one.
Main Teach	<p>TTYP: What does it mean to persevere?</p> <p>To try your best and keep going even when you are finding things a bit tricky.</p> <p>When we are completing our challenge mountain tasks we always try our best, we persevere when things get hard. We persevere in lots of different scenarios – on the trim trail, when learning to ride a bike, writing sentences, building towers etc.</p>	<p>Explain to children that mistakes are an important part of learning and going back is trial and error not failure.</p> <p>Give an example of a time when you have made mistakes and had to try again.</p> <p>We talk about this lots when we are doing our challenges – sometimes we will do things a little bit wrong and that's okay, we can have another try. Look through the Austin's Butterfly PPT.</p>	<p><i>Who enjoys playing on their tablets or playing video games? Do you play with them as soon as you get home from school? Who plays with them till they have to go to bed? Is it healthy to look at a screen all day?</i> Discuss with children why it is not healthy to play video games or look at a screen all day. <i>Do you know what energy is?</i> Energy is something that our body needs to help us grow, do our learning and other jobs during the day. <i>If we</i></p>	<p><i>What is the internet? Why do we use the internet? How do we access the internet?</i> Discuss that we use the internet on our phones, tablets, tv's, laptops, watches etc.</p> <p><i>Hands up if you use a device that uses the internet? Is there anything you should know before using the internet?</i></p> <p><i>Explain to the children of the importance of being safe on the internet.</i> You may use the internet sensibly but there are many people who make the internet very unsafe.</p>	<p>Discuss with children that we don't always agree on exactly the same thing, not everyone likes the same things and sometimes people make unkind choices that make us feel sad. We can always ask a grown up to help us in these situations but it is really good to have a go at resolving a problem by yourself first. Here I've got some scenarios where some people are being a little bit unkind and I would like us to discuss what we would do to resolve the situation if it were us.</p>	<p>It is a very exciting time for all of our reception children because after the summer holidays you will be going up to year 1. You will get a new classroom and a new teacher and you will learn lots of new and interesting things. Lots of you will be very excited and some of you might be a little bit nervous too.</p>

	<p>Read 'The Most Magnificent Thing' and discuss how the characters show perseverance and why this is important.</p> <p>TTYP: What are some things that you find tricky at the moment that you would like the opportunity to persevere at?</p>	<p>Explain how at first Austin drew a butterfly from memory and it ended up not really looking like a real butterfly. His teacher explained that he could look at a photo of one to help him so he had another go. He kept trying and trying and trying again until he produced an amazing piece of work.</p> <p>How could we apply some of Austin's perseverance in our own learning?</p>	<p><i>are sat down all day looking at a screen, is our body getting energy? How would our body feel if we sat down all day? How would our eyes feel?</i></p> <p>Tired and very sore!</p> <p><i>So what is a good amount of time to spend on our tablets?</i></p> <p>Discuss the goldilocks rule. Like goldilocks, she liked things just right! Not too hard, not too soft, but just in the middle. Our screen time should be the same, not too little but definitely not too much, but just in the middle, just right.</p>	<p><a href="https://www.youtube.com/watch?v=w7vZF-8bTFI">https://www.youtube.com/watch?v=w7vZF-8bTFI</a> watch the video of Smartie the Penguin. Pause the video to discuss each scenario and what Smartie the Penguin should do. <i>What is the best thing Smartie should do? Why? What do you think would happen if he made the wrong choice?</i></p>	<p>Go through 2 or 3 of the friendship scenarios, discussing how the characters might be feeling and what we could do if we were in that situation.</p>	
Focus Activity	<p>Children to have the opportunity to try new activities that might be challenging to them.</p>	<p>Children to complete an art task that requires revisiting and adding to in 2/3 stages just like Austin's butterfly.</p>	<p>Record children's responses to the questions asked.</p>	<p>Record children's responses to the questions asked.</p>	<p>Adult in provision to encourage chn to resolve their own conflicts.</p>	<p>Children to explain what they are excited about for year 1 and add this to a picture to display.</p>
CP Possibilities	<p>Pedal bikes.</p> <p>Challenge cards in sand &amp; water.</p>	<p>Children could draw/paint their own butterflies.</p>	<p>Having chrome books/iPads out but using a sand timer to</p>	<p>Using the chrome books/iPads safely and only playing on apps they know how to use.</p>	<p>Friendship scenario cards left out – record onto talk</p>	<p>Year 1 writing template</p> <p>Visits to year 1</p>

	Bats & balls, Bean bags & hoops.		monitor how long they're using them and to encourage turn taking.		buttons so they do not have to be read.	Year 1 teacher to come and read a story.
Key Vocab	Perseverance, challenge.	Trial and error, mistakes, failure.	Screen time, behaviour, tired, sleep, grumpy	Internet, safe, asking for help, tablets, phones	Friendship, problem, resolve.	Year one, excited, nervous, ready.

Literacy	Week 1  How to grow a dinosaur	Week 2  The girl and the dinosaur	Week 3  Dinosaur bones <a href="https://www.youtube.com/watch?v=mEbN2OtBLlc">https://www.youtube.com/watch?v=mEbN2OtBLlc</a>	Week 4  Art Week – Writing facts about artist or descriptions for art they have made.	Week 5  Dear dinosaur	Week 6  The Dinosaur department store
Remember		How to write descriptive sentences for a setting.	How to write predictions.	How to write a fact.	How to write a fact file or description.	How to write a letter.
Starter		Show a beach setting. Children to write a descriptive sentence.	Have a selection of books. Show the children the front cover, can they predict what the book is about?	Have some facts on the board about a T-Rex. Get the children to read the facts and tell you which one is not true.	Look at the writing done for art week. Can the children remember who the artist was?	Can anyone remember the ways they communicated in the book from last week? If I was writing a letter what would I need to include?
I Will Know	How to write descriptive sentences for a setting.	How to write predictions.	How to write a fact.	How to write a description for work they have made.	How to write a letter.	How to write descriptive sentences.
Main Teach 1	Read through the story with the children. Encourage the children to join in with certain parts of the story, being excited, scared, and angry. Once the story has been read through, talk about if it was real or	Show chn the front cover of the book as well as the page where she finds the dinosaur fossil. Allow chn time to look at and respond to what they can see and what they think they know about this picture. Ask chn questions to support their discussions – Who	Read through the story with the children. Focus on the first 2 dinosaurs from the story. Have each dinosaur printed and put onto a large piece of paper so that you can scribe facts around the dinosaur.	Children to think about the art work they have made earlier in the week.  Children to talk about what they have made or how they made it.  Write down notes for each art they have	As you go through the book, draw children's attention to the different types of correspondence between Max and the T-Rex: letters, birthday card, postcard, email. Talk about how you address a letter and compare this to an email. Which would get	Read through the story. Focusing on the pictures of the dinosaurs and describe the first couple to the children. Then get the children to describe what they can see. Adult to write down responses.

	<p>did Albie make up the dinosaur world? Go back to the double page spread of the jungle and talk about things that you can see in the picture. Look at the double page spread with the dinosaur bones on and again talk about what you can see in the picture.</p>	<p>is the little girl with? What is she doing? What else do you notice in the picture? Ask the children if anything in the illustration puzzles them. Do you have any questions? What do you think might happen next? What might the story be about? Scribe the chn's ideas around a copy of the picture.</p>	<p>Use fact files to help with other facts about the dinosaurs. TTYP: What facts can you remember about the T-Rex? Scribe facts around the dinosaur. What facts can you remember about the Stegosaurus? Scribe facts around the dinosaur.</p>	made to help the children remember.	<p>there first? Why? Adult to write down responses.</p>	<p>Focus on vocabulary: Sharp, huge, small, claws, spikes, horns, long, arms, legs, tail.</p> <p>Revisit the vocabulary: Adjective – can the children remember what this means.</p>
<p>Main Teach 2</p> <p>Explicit teaching of <b>adjective</b> – Wk 1. Revisit in Wk 6.</p>	<p>Sharing the book again with the children. Focus on the pictures that we looked at in the first session – the jungle and the dinosaur bones. Have images on the IWB and note down what the children have seen in the pictures. Really get the children to think about using different <b>adjectives</b>.</p>	<p>Share the title of the book with the children and ask the children whether this changes or confirms their initial thoughts. Ask the children what they think the significance of the name of the book might be. Model writing your prediction sentence – I think that this story is going to be about girl who loves dinosaurs because it is called the girl and the dinosaur.</p>	<p>Focus on the last 2 dinosaurs from the story. Remind the children of what we have already done in the previous session. Have each dinosaur printed and put onto a large piece of paper so that you can scribe facts around the dinosaur. Use fact files to help with other facts about the dinosaurs</p>	<p>Model writing a description. Remind the children of the structure of a sentence.</p> <p>Model writing instructions to the children. Remind the children that we write them in a list format. Focus on the vocabulary, first, then, next, finally.</p>	<p>Today we are going to be thinking about any questions we have about dinosaurs. Model to the children what a question is. E.g. how long a diplodocus' neck was, what a T-rex's favourite food was? Children to think about questions that they have for the dinosaur. TTYP: What would question would you ask? Adult to write down children's responses.</p>	<p>Children to paint their own dinosaurs. Whilst painting their dinosaurs, adult to ask them questions about their dinosaur. E.g. how many legs will it have, is it going to be huge, will it have sharp claws.</p>

		<p>This is a long sentence and I've used the word because to explain WHY I have made my prediction. Get the children to TTYP to come up with their own predictions and model writing a few.</p>	<p>TTYP: What facts can you remember about the Triceratops? Scribe facts around the dinosaur. What facts can you remember about the Brachiosaurs? Scribe facts around the dinosaur.</p>			
Main Teach 3	<p>Refer to the pictures that we looked at yesterday and wrote notes about. Today we are going to put those notes into a proper sentence. Reminding children of the adjectives that we could use. Also reminding the children of the structure of a sentence. Capital letter, finger spaces and full stops.</p>	<p>Refer to the predictions we made yesterday which are up on our working wall. Does anyone have any other predictions that we haven't discussed yet. Model writing another prediction. At the end of the session, read the story with children and see if any of the predictions were correct. How do children feel about it – were they shocked or surprised?</p>	<p>Refer to the notes that we have made as a class. Today you are going to think about the dinosaur you have made and which facts you will need. Model to the children writing a fact. Structure of a sentence, capital letter, finger spaces and full stops. Remember that we need to focus on the facts for our chosen dinosaur.</p>	<p>Remind children that they need to pick either just to write a description for their artwork or whether they want to write instructions.  Show the children the modelled writing from the previous literacy lesson, get them to point out the key things needed in a sentence. c</p>	<p>Today we are going to write a letter to T-rex just like Max did. Model to the children how to write the letter. Remind children that max started his letter with Dear Dinosaur. Refer back to the questions that we thought about yesterday and write one of these on the letter. Reminding the children that we need to have a capital letter, finger spaces and a question mark.</p>	<p>Refer back to the paintings that the children have drawn. Get the child who has made the dinosaur to describe it to the class. Pick a few different children to do this. Model writing a descriptive sentence about one of the dinosaurs. Reminding children that we need to have a capital letter, finger spaces and a full stop in our sentence.</p>

Focus activity	Children to write descriptive sentences about the setting.	Children to write a prediction sentence about the story.	Children to write facts about the dinosaur they have chosen.	Children to write a description or instructions.	Children to write their own letters to the dinosaur.	Children to write descriptive sentences about their dinosaur.
CP Possibilities	Writing captions for generic pictures.	Writing predictions about a range of book covers.	Fact sheets about different dinosaurs.	Instructions writing General pictures for describing.	Letter templates, postcards & a post box.	Writing captions for generic photos.
Key Vocab	Describe, sentences, setting, adjective.	Prediction, because, title, cover.	Fact, truth, sentence. Archeological dig – tuff tray / salt dough models. Guess the animal skeleton.	Describe, instructions, first, then, next, finally.	Letter, dear, question, communication.	Describe, sentences, appearance, features.

Remember		How to double.	How to share and group.	Even and odd numbers.	How to solve problems.	How to continue patterns.
Starter		Identify double or non-double using a range of different mathematical equipment.	Share the buttons out equally between the gingerbread men. Can we do it for all of the numbers?	Show children a number either on ten frame, cubes, numicon and ask if it is odd or even? How do they know?	Use pictures from Billy's bucket and get children to find the answer.	Children to continue a range of ABB, ABC, ABBC patterns.
I Will Know	How to double.	How to share and group.	Even and odd numbers.	How to solve problems.	How to continue patterns.	How to create a map.
Main Teach 1	Double means twice as many. Using numicon to make doubles.	Show the children a bowl of sweets/strawberries/etc. Explain that you are going to share them into 2 equal groups so there will be half for me and half for you. Put a handful straight onto each plate without counting – make sure one plate clearly has more strawberries than the other. Ask the children if that is fair? Prompt them to show you how to share the strawberries fairly. What if another friend arrives?	Ask 5 children to come to the front of the classroom. Can we group the children into pairs? Does everyone have a partner? Why not? What could we do to solve this problem? Investigate with other quantities of children. Encourage the children to notice that sometimes we can make even pairs and sometimes there is an odd one left out. Investigate whether small quantities are odd or even by sharing into 2 groups and by making pairs. Prompt children to recognise that sometimes there is one left over.	Using the story 'Mr Gumpy's Outing', show children the page and explain that Mr Gumpy has a problem. There are too many legs in his boat. Everyone's legs are getting tangled up. Ask the children to work out how many legs there are. Could they draw a picture or use resources to help them to work it out? What if there are 3 characters inside the boat? How many legs could there be? What if there are 14 legs in the boat? How many characters could there be?	Show children a set of Cuisenaire rods. How many green blocks measure the same as one blue block? What other relationships can we find? Can we find a block that is double the length of another block? How can we check? Can we make a shape using the Cuisenaire rods? How can we fill all of the gaps?	Show the children some different maps, lots of books have maps of the story settings. What can we see on the maps? Which map do they like best? Why do we need maps? Can we draw our own map of the places in the story? Could we change the story and design a new map? What if Little Red Riding Hood didn't go to Grandma's house?



Main Teach 2	Using ten frames and mirrors to make doubles.	Have a tower of 10 cubes. Can we share these equally into two groups? Model sharing into two groups, narrating 1 for you, 1 for you etc. How about sharing them into 3 groups equally, can we do that? Show children. Is that equal? Why? Explain to children that it is not equal because each group does not have the same amount.	Using numicon, explore even and odd numbers. Remind children that even numbers are able to go into pairs. Pick up a number 8 numicon, show children how the all of the holes on the numicon are 2 next to each other – they are all pairs. Now look at number 7, are they all in pairs? There is an odd one leftover at the top. It is really easy to spot odd numbers on numicon because the odd one leftover is always at the top.	Using the book How Many Legs? by Kes Gray. Ask the children to work out how many legs there are in the different scenarios described in the story. The children will need to consider a wide variety of many-legged animals as well as items which don't have any legs at all. Encourage the children to create their own nonsense scenarios in the style of the story and calculate how many legs there would be.	Show the children one rabbit. How many ears do you see? Add another rabbit. How many ears now? Continue to add rabbits and count the ears each time. Encourage the children to notice that each rabbit has two ears, every time they add one rabbit, they are adding two more ears. Can we continue this pattern further?	Ask the children what they pass on the way to school. Lets draw a simple map from the town centre, to school – what key landmarks do we pass on the way. What is first? What is next?
Main Teach 3	Use cubes to make doubles. Play match my quantity game.	On the IWB show children your 10 counters. I want to put these into groups of 2. Do you think I can do this without any being left over? Model and narrate whilst you are doing it. Is this equal? How do you know? What about groups of 3? Is this equal? How do you know?	Using ten frames, build pair-wise patterns on the 10 frames and sort them into those which have equal and unequal groups. Show children how to spot even and odd numbers quickly and easily just like we do with the numicon numbers. On the ten frame build numbers up to 10 one by	Gather together a bucket and some of your favourite toys. First, place a number of toys inside the bucket. Then, ask a friend to add more toys or take some out while you watch. Can you predict how many toys will be in the bucket now? Will there be more or fewer? How do you know?	Build a repeating ABBC pattern. Ask the children to describe and continue to pattern. Can they identify the unit of repeat? Challenge them to create a different pattern using drawings of symbols. Can they make their pattern continue around a circle?	Today we are going to make a map of the classroom. Show children a large piece of paper in the shape of the classroom with the doors and windows already marked on. Have some simple pictures to represent classroom items and discuss with children where things should be plotted on the map.

			one, each time getting the children to tell you if the number is even or odd.			
Focus activity	Doubling numbers between 1 and 10.	Sharing amounts into groups.	Representing odd and even numbers.	Solving problems in small groups.	Continuing repeating patterns.	Making a simple map.
CP Possibilities	Doubles dice game Dominos doubles Doubles snap Butterfly painting doubles Ladybird doubles tuff tray	Sharing game on IWB Threading colours in groups Group animals in tuff tray Teddy bears picnic	Odd and even pots of items Odd and even pictures Numicon feely bag Ordering numicon Sorting numicon	Build the longest bridge Water challenges Rescue teddy game Make a boat to hold the most marbles	Construction – how many short blocks equal a long block? Build a staircase with Cuisenaire rods Loose part patterns Beanbag and hoop game	Making treasure maps Bear Hunt map Design your own room Maps to explore Obstacle course Pictorial/worksheet mazes
Key Vocab	Double, non-double, twice as many.	Equal, unequal, share, group.	Pairs, left over, even, odd.	Problem solving, even, odd, more, fewer.	Long, short, same, pattern, repeating pattern.	Map, forwards, backwards, first, next, finally.

UTW	Week 1	Week 2	Week 3	Week 4	Week 5 Bees	Week 6
Remember		The different between carnivore, herbivore and omnivore.	Why Mary Anning is important.	About a reaction.	Who Clarice Cliff is.	Similarities and differences between life where I live and life in Kenya.
Starter		If I have sharp teeth and like to eat meat, what am I? If I have blunt, flat teeth, and like to eat plants, what am I? If I have a beak and like to eat plants and meat, what am I?	TTYP: Why did we talk about Mary Anning last week? What did she do? TTYP: What is a fossil?	TTYP: What happened last week with our volcanoes?	Picture of Clarice Cliff on the board. Can anyone remember who she is? Can you remember what artwork we made?	TTYP discussion. What are the similarities and differences?
I Will Know	The different between carnivore, herbivore and omnivore.	Why Mary Anning is important.	About a reaction.	Who Clarice Cliff is.	Similarities and differences between life where I live and life in Kenya.	The signs of summer.
Main Teach	Explicit teaching of vocabulary: <b>Carnivore, Herbivore and Omnivore.</b> Show the children the dinosaur powerpoint and talk about how different dinosaurs where a carnivore, herbivore or omnivore. Get the children to pretend to be an herbivore – moving slower, making their hands into fists and	Remind chn of important people we have learned about so far – Amelia Earhart and David Attenborough. Today we are learning about Mary Anning and why she is important. Mary Anning was alive 200 years ago. She helped up to learn lots about dinosaurs and fossils.	Have the dinosaurs set up outside in a tuff tray. Use the volcano print out and have it around a large cup. Have the bicarb and food colouring in the bottom of the cup. TTYP: What can you see in our tray today? Fabulous, a volcano. TTYP: Does anyone know what volcanoes do? What comes out of a volcano? They erupt and lava comes out.	Explain that the whole school is taking part in Art Week. Each class has a different artist that they will be focusing on. We are going to be looking at Clarice Cliff this week. We are going to be creating art in her style.  Look at the power point with the children.	TTYP: What town do you live in? Where is our school? What country is our town in? In our town we have lots of countryside around us. The town centre has quite a lot of shops, we have parks to play in and there are a few different schools. TTYP: Do you think Kenya in Africa	TTYP: What are the four seasons? Which season are we in now? That's right we are in the Summer season. Today we are going to be thinking about how we know it is summer. TTYP: How do we know it is the summer? Take a walk around the school grounds and look for signs of summer.

	<p>pretending to have rough, flat teeth. Pretend to be a land carnivore – strong legs for running, pointy sharp teeth. Pretend to be a omnivore – make a beak and pretend to peck.</p> <p>TTYP: What is a carnivore? What is an herbivore? What is an omnivore?</p>	<p>TTYP: What do you think she might have done?</p> <p>Let's watch this video to find out: <a href="https://www.youtube.com/watch?v=+koota_lwU_4">https://www.youtube.com/watch?v=+koota_lwU_4</a></p> <p>So let's talk about some of the words that we heard in that video.</p> <p>TTYP: What is a fossil? Fossils are the remains of animals or plants that have been buried over the years and ended up like a piece of rock.</p> <p>TTYP: What is a reptile? A reptile is a type of animal like a snake and crocodile – the ichthyosaur fossil that Mary Anning found was a reptile.</p> <p>TTYP: What does it mean to be extinct? If an animal is extinct, it means that they are not alive anymore like</p>	<p>Pour in the vinegar to show the children the volcano erupting.</p> <p>Today we are going to make our own volcanoes erupt.</p> <p>Model to the children what they will need to do. Fill the cup half way with water, add the food colouring and stir in the backing soda.</p> <p>Add washing up liquid to the cup and then pour over some vinegar. Keep pouring vinegar until the reaction has stopped.</p> <p>Whilst the reaction is happening, talk to the children about it and why it is happening.</p>	<p>Focusing on the last couple of pages where it shows her artwork and explain that we will be using these to help us this week.</p>	<p>would look the same? What do you think would be the same/different?</p> <p>Lets look at these pictures and see what similarities and differences we can spot.</p> <ul style="list-style-type: none"> <li>- It's a lot bigger than our town</li> <li>- There are very different towns</li> <li>- Some small villages have no shops and people walk a long way to get what they need</li> <li>- There are mountains and lovely scenery</li> <li>- Lots of wild animals that we don't get in England</li> </ul>	<p>Think about the things we have seen on our walk.</p> <p>TTYP: What signs did we see around the school to show it is summer?</p> <p>Adult to scribe children's responses</p>
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		<p>dinosaurs, woolly mammoths and dodos.</p> <p>TTYP: Why is Mary Anning important?</p> <p>Absolutely, she helped us to learn all about fossils and dinosaurs.</p>				
Focus Activity	Sort dinosaurs into the groups. Children to use the new vocabulary.	Sort out the facts to match the correct person – Mary Anning, Amelia Earhart or David Attenborough. Making salt dough fossils.	Children to make their own volcano reactions in pairs.	Children to make artwork in the style of Clarice Cliff.	Pictures, maps and globe to explore and compare.	Children to write a sentence about the different seasons. For example In winter it is cold. In the spring blossom grows. In the summer it is hot. In the autumn leaves fall off trees.
CP Possibilities	Leave out sorting activity. Dinosaur fact sheets.	Mary Anning fact sheet Labelling fossils Matching footprint to dinosaur Fossils in sand tray Add the spikes on the dinosaur	Ingredients to be left out for children to make volcanoes. Making playdough volcanoes. Drawing pictures of volcanoes.	Selection of paints in the colours Clarice Cliff used Templates of cups, plates and jugs	Creating Kenyan flag Loose part African patterns African masks Mountain scenery paintings African drums Pasta necklace Maps/photos to explore	Matching weather to the seasons of the year. Ordering the seasons of the year.
Key Vocab	Carnivore, herbivore, omnivore.	Fossils, reptiles, extinct, skeleton, ichthyosaur, plesiosaur.	Reaction, volcano, erupt, lava.	Artist, Clarice Cliff, pottery	Similarities, differences, Africa, Kenya, country.	Season, summer, autumn, winter, spring.

EAD	Week 1	Week 2	Week 3 – Art Week Prep	Week 4 – Art Week	Week 5	Week 6
Remember		How mix different shades of one colour.	How to sing a song	How to make a pinch pot.	How to create artwork in the style of Clarice Cliff.	How to join 2 pieces of fabric together.
Starter		Display colours and ask the children if they think white or black paint was added.	Play the songs to the children.	Hold up some of the children's pinch pots and see if they can remember how they made them?	Show the children some of the artwork they created last week. Can they remember what they did and who the artist was we were looking at.	Can children remember the name of the needle, thread, fabric? Invite children to model in front of the class what they need to do with each item to enable them to sew.
I Will Know	How to mix different shades of one colour.	How to sing a song.	3D Models – clay pots Dinosaur skeletons	How to create artwork in the style of Clarice Cliff.	How to join 2 pieces of fabric together.	How to join 2 pieces of fabric together.
Main Teach	Display some paint colours found in leaves. Experiment with adding white or black to make paint colours darker and lighter.	Plan the song to the children a couple of times. Encourage the children to join in with the chorus. Dinosaur song – <a href="https://www.youtube.com/watch?v=WOFOZO-VpcU">https://www.youtube.com/watch?v=WOFOZO-VpcU</a>  Teach the children the T-Rex song from phonics singing book.	<b>Dinosaur skeletons</b> Linking to our learning about fossils last week and our book Dinosaur Bones, we are going to create a dinosaur skeleton. Model to the children creating a skeleton using cotton buds on black paper.  <b>Art week prep.</b> Show the children some images of Clarice Cliff's	This week we are focusing on the artist Clarice Cliff.  We are going to be creating different pieces of art this week in the style of her artwork.  Children to create one piece of each artwork. Model to the children what they need to do for each one.	Show children a sewing kit consisting of a needle, fabric and thread. Explain that we need to join the two pieces of fabric together by using the needle and thread. Model threading the needle and show we hold the two pieces of fabric together and stitch through both to join them.	Model picking two pieces of fabric, one slightly shorter in length to be the front of the sleeping bag. Using the sewing skills learnt last week, explain that we will stitch around 3 sides of the fabrics to join them together, creating a sleeping bag for a small toy.

		Get the children to echo the song back after each line.	<p>pottery and explain that we are going to make our own pots and display them next week for art week.</p> <p>Model to the children how to make a clay pinch pot. Explain that we will be decorating them next week during art week but we need to make sure the clay is dry before we can paint them.</p>			
Focus activity	Children to create different shades of green and create leaves for display.	N/A	<p>Children to pick one of the dinosaurs from the book</p> <ul style="list-style-type: none"> <li>- T – Rex</li> <li>- Stegosaurus</li> <li>- Triceratops</li> <li>- Brachiosaurs</li> </ul> <p>Using cotton buds and black paper.</p>	<ul style="list-style-type: none"> <li>- Paper plate with outer rim decorated in orange blue green. Centre cut out and replaced with sticky plastic onto which flowers are put. Hang against the light.</li> <li>- Jug outlines decorated in her style.</li> <li>- Tissue paper flowers in signature colours.</li> <li>- Paint the pots made last week.</li> </ul>	Use the practise sewing kit in small groups. Model with each group how to sew the two fabrics together.	In small groups, children to choose two pieces of fabric. Sew around the 3 edges of fabric to combine them, making a sleeping bag for taking a peg doll/small teddy camping.

CP Possibilities	Colour washing dinosaur eggs from light to dark. Mixing pallets out with black and white paint to mix. Mixing paint outside with large sheets of paper	QR codes for songs Props for nursery rhymes	Playdough Salt dough Selection of paints in the colours Clarice Cliff used	Playdough Salt dough Selection of paints in the colours Clarice Cliff used Templates of cups, plates and jugs Tissue paper	Threading beads, cotton reels, pasta to make necklaces Using a plastic needle and thread to complete a hole punched pattern in leaves or laminated templates Weaving ribbons in the fence outside	Stitching patterns of thread into small pieces of fabric using the practise kit
Key Vocab	Mixing, lighter, darker, shades	Song, lyric,	Colour, shape, artist, style	Colour, shape, artist, style	Needle, thread, fabric, combine, sew	Needle thread, combine sew