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| **Week** | **Literacy** -That’s Not my Dinosaur -Harry and his Bucketful of Dinosaurs -*Daily phonics/motor skills*  | **Maths** **Song –**5 Little Dinosaurs-10 Little Dinosaurs **Book –** Ten Little Dinosaurs  | **Attention Autism**  | **Topic**  | **Food Tech** | **Sensory**  |
| **1** | Daily shared read Sensory story Sensology  | Counting 0-10 Numbered buckets, eggs, dinosaurs  | Stage 2 – Meteor crashes | -Dinosaur fossils (salt dough)-pasta skeletons  | Dinosaur eggs (rice crispie cakes)  | -Dinosaur swamp (gloop) |
| **2** | Daily shared read Sensory storySensology  | Shape dinosaurs  | Stage 2 – Dino egg splat  | -Dinosaur hunt around the track - | Dinosaur feet biscuits  | -Frozen dinosaur eggs  |
| **3** | Daily shared read Sensory storySensology  | Comparing different length dinosaurs, bones, dinosaur feet  | Stage 2 – Bicarbonate soda egg melt to reveal  |  -Volcano eruption experiment  | Ice cream cone volcanos  | -Green rice, dinosaur sensory bin  |
| **4** | Daily shared read Sensory storySensology  | Ordering dinosaurs by size/sorting big and small  | Stage 2 – Popping eggs (paint balloons) | -Fossil discovery with brushes | Dinosaur fruit shapes  | -Fossil ‘dig’ sensory bags  |
| **5** | Daily shared read Sensory storySensology  | Sequencing dinosaurs 0-10.  | Stage 2 – Flour shake dinosaur shapes  | -Design a dinosaur DT | Dinosaur pizza toast  | -Dinosaurs in shredded paper  |
| **6** | Daily shared read Sensory storySensology  | Representing groups of dinosaurs with numeral  | Stage 2 – Dinosaur slime ribbons  | -Dinosaur  | ‘Dig for Dino’ cups  | -Dinosaurs in green foam  |

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Expressive Arts/ Physical development

* To explore and experiment with a range of media through sensory exploration.
* To enjoy the experience of mark making, using a variety of media and materials.
* To take part in a variety of musical experiences.
* To take part in daily fine/gross motor activities e.g. threading/ribbon dance.
* To begin to explore tools and use these for purpose.
* To further develop our independence and self help skills.

Phonics

* To develop listening and attention skills.
* To begin to listen to familiar sounds.
* To begin to pay attention to a dominant stimulus.
* To listen to and begin to enjoy rhythm and rhyme activities.
* To blend and segment CVC words and to recognise none decodable words
* To hear the initial sound in words.

English (C&L and Lit)

* To begin to develop an interest in familiar books, stories and rhymes.
* To begin to handle books with interest.
* To begin to develop an interest in mark making, using a range of media.
* To continue to develop listening and attention skills.
* To engage with topic work linked to familiar stories.

 