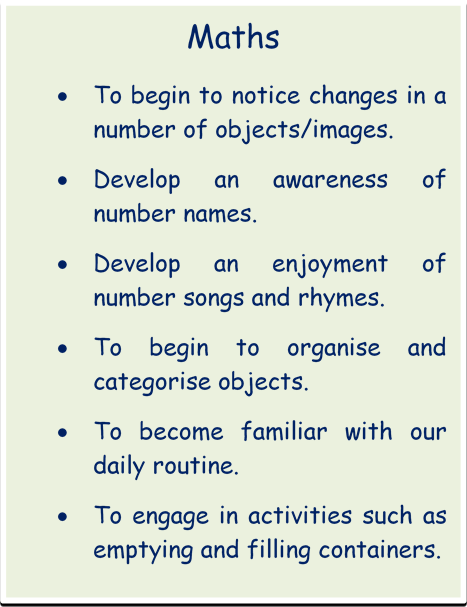
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| --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Literacy**  -That’s Not my Dinosaur  -Harry and his Bucketful of Dinosaurs  -*Daily phonics/motor skills* | **Maths**  **Song –**5 Little Dinosaurs -10 Little Dinosaurs  **Book –** Ten Little 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 story  Sensology | Shape dinosaurs | Stage 2 – Dino egg splat | -Dinosaur hunt around the track  - | Dinosaur feet biscuits | -Frozen dinosaur eggs |
| **3** | Daily shared read  Sensory story  Sensology | 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 story  Sensology | 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 story  Sensology | 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 story  Sensology | 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.

