

Communication and Language (CL)

- I can maintain attention, concentrate and sit quietly during appropriate activity.
- I am building up my vocabulary that reflects the breadth of my experiences (e.g. dinosaur names).
- I use talk to connect ideas, explain what is happening and anticipate what might happen next.
- I can recall and relive past experiences.
- I question why things happen and I give explanations (e.g. I ask - *who, what, when, how?*).
- I can focus my attention - still listen or do, but can shift my attention.
- I understand 'why' and 'how' questions.

Literacy (L)

- I enjoy an increasing range of books.
- I know that information can be retrieved from books and computers (Dinosaur non-fiction books).
- I can hear and say the initial sounds in words (e.g. d dinosaur, s snake, a ants, t tennis, etc).
- I can recognise familiar words and signs (e.g my name, advertising logos).
- I know that information can be relayed in the form of print.
- Books - Dinosaur Starts School (Pamela Duncan Edwards) Harry and the Bucketful of Dinosaurs Ian Whybrow), Stomp Dinosaur Stomp, Dinosaur Roar (Paul Stickland), Dinosaurs Love Underpants (Claire Freedman), Anna Angrysaurus (Brian Moses Rhymes - Dinosaur

3 PRIME AREAS

4 SPECIFIC AREAS

Personal Social Emotional Development (PSED)

- I am aware of my own feelings and I know that some actions and words can hurt others' feelings.
- I understand that my actions can affect other people, and I will try to comfort another child if I realise I have upset them.
- I am aware of the boundaries set and the behavioural expectations in the setting.
- I am confident in speaking to others about my needs, wants, interests and opinions.

HOLDBROOK NURSERY

ROAR!

Dinosaur Adventure

Mathematics (M)

- I know that numbers identify how many objects are in a set.
- I can compare two groups of objects, saying when they have the same number.
- I can separate a group of 3 or 4 dinosaurs in different ways and am beginning to recognise that the total is still the same (dinosaur sorts).
- I realise not only objects can be counted (and can count claps, jumps, steps, etc).
- I show an interest in shape by sustained construction activity or by talking about shapes or arrangements.

PARENTS/CARERS

Please share a story with your child daily and view TAPESTRY for online learning & support

<https://tapestryjournal.com/>

Physical Development (PD)

- I can experiment with different ways of moving (dinosaur stomp).
- I can jump off an object and land appropriately.
- I show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- I can observe the effects of activity on the body.
- I can hold a pencil between my first 2 fingers and thumb, near point, and use it with good control.
- I can copy some letters (from my name).
- I show understanding of the need for safety when tackling new challenges, and consider and manage some risks.

Understanding the World (UW)

- I can talk about why things happen and how things work.
- I am developing an understanding of growth, decay and changes over time.
- I look closely at similarities, differences, patterns and change.
- I know how to operate simple equipment and can complete a simple program on a computer.

Expressive Arts & Design (EAD)

- I can capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.
- I sing to myself and make up simple songs.
- I can tap out simple repeated rhythms.
- I can make up my own simple rhythms (dinosaur dance).
- I explore and learn how songs can be changed.
- I understand that I can use lines to enclose a space and then use these shapes to represent objects
- I play alongside my peers, engaged in the same theme.