



Deadly Dinosaurs

Children will be learning about Dinosaurs, how we learn about them as fossils, that they had different diets and using the theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

Geography -

Human and physical geography

To use basic geography vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, vegetation and weather.

Geographical skills and fieldwork

To use world maps, atlases and globes to identify the United Kingdom and it's countries, as well as the countries, continents and oceans studied of this key stage.

History -

Changes within living memory

Events beyond living memory that are significant nationally or globally.

The lives of significant individuals in the past who have contributed to national and international achievements.

Science

Working scientifically

Using their observations and ideas to suggest answers to questions

Animals, including humans

Year 1:

Identify and name a variety of common animals including fish, amphibians, birds and mals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals (fish, amphibians, birds and mammals)

Year 2:

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

RE--

Know the story of Christmas and how it effects Christians today.

To understand the importance of Jesus to Christians.

To know symbols that are connected to Christmas that we can see now.

Communication Language and Literacy

Genre- Poetry and Newspaper reports

SPAG:

Year 1

-Leaving spaces between words

-Joining words and joining clauses using and

-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Word

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, untie, or undoing: untid the boat]

Sentence

Joining words and joining clauses using and

Punctuation

Capital letters for names and for the personal pronoun I

Year 2

-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

-Sentences with different forms: statement, question, exclamation, command

-Expanded noun phrases to describe and specify

-The present and past tenses correctly and consistently including the progressive form

-Subordination (using when, if, that, or, because) and co-ordination (using or, and, or but)

-Some features of written Standard English

Sentence

Subordination (using when, if, that, because) and coordination (using or, and , but)

Week 1 and 2

Literacy -

ICT— How can we use the internet to research information?

Science — What is the difference between living and never lived?

History—What is a dinosaur?

ICT— Who is Mary Anning?

Science— Did all dinosaurs eat the same?

RE— INTERFAITH WEEK Hinduism; Light and Dark

History—What is a fossil?

Week 3 and 4

ICT— How can we ask specific questions to research?

Science—What was the difference about dinosaurs teeth?

RE— What are traditions?

Geog—Where did dinosaurs live?

ICT— How can we organise information and images?

Science —What lives in our forest habitat?

RE— Who is Jesus? How do we know about the birth of Jesus?

Art—How can we create texture?

Week 5, 6 and 7

Literacy -

ICT— How do you find and retrieve appropriate images?

Science—What food chains are present in the forest?

RE—Who is Jesus? How do we know about the birth of Jesus?

Geog—How do we know about dinosaurs?

ICT— How do you describe your dinosaurs features?

Science How can we sort and classify animals?

RE— How do Christians show they love God?

Art—What would a dinosaur eye look like?

Christmas preparations

RE- What the symbols of Christmas we can find today?

Mathematical Development

Number: Addition & Subtraction Y1 Y2 (*italics*)

To record number bonds to 10 and compare number bonds

To know Addition as adding together and adding more

To find a part

To know Subtraction as taking away and counting back

To understand fact families and record the 8 facts

To add a 2 digit and 2 digit number—crossing ten

To add two 2 digit numbers

To subtract a 2 digit number from a 2 digit number—crossing ten

To know Bonds to 100 (tens and ones)

To add three 1 digit numbers

Shape Y1 unit

To recognise and name 3D shapes and sort them

To recognise and name 2D shapes and sort them

To make patterns with 3D and 2D shapes

Money Y2 unit

To count money as pence and pounds (notes and coins)

To select money

To make the same amount

To compare money

To find totals, difference and change

Number: Multiplication & Division Y2 unit

To recognise equal groups

To make and add equal groups

To understand multiplication sentence using the x symbol

To use arrays

To know the 2, 5 and 10 x table

Creative Development

Art

To use sculpture to develop and share their ideas, experience and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space.

Art and Design skills - Applying techniques

Sculpture (form)

Y1: * Use dough, plasticine and clay to create sculptures from imagination and observation.

* Begin to use tools to add texture to models.

Y2: Use clay to create a sculpture.

* Use tools to carve textures and patterns, adding lines and shapes to clay work.

Computing

Digital Literacy: Digital Trails

Students learn that the information they share online leaves a digital footprint or "trail." Depending on how they manage it, this trail can be big or small, and harmful or helpful. Students compare different trails and think critically about what kinds of information they want to leave behind

ICT- Inform-Internet research and combining images and text

To use technology purposefully to create, organise, store, manipulate and retrieve digital content

To use technology safely and respectfully

Computing skills

Eosafety - Digital Literacy

Y1: Begin to understand that if you create something you own it.

Know that many websites ask for information that is private & discuss how to responsibly handle such requests.

Y2: Know that if they put information online it leaves a digital footprint or "trail" & they need to manage it so it's not harmful.

Technology in our lives (IT)

Y1: Understand that there are online tools that can help them create and communicate.

Y2: Understand the different types of content on websites and that some things may not be true or accurate

Multimedia: Information Technology (IT)

Y1: Add text and images to a template document using an image & word bank

Y2: Create own documents, adding text and images.

Mastery opportunities for maths:

- To use a ruler to measure footprints
- To read scales for maps
- To identify similarities and differences with dinosaurs and forest animals for sorting
- to identify patterns and variation in their dinosaur sculptures
- to count in sets of 2, 4 and 8 to keep in time to the pulse of the music
- to identify patterns and symmetry in natural rocks and fossils
- to consider balance and scale when researching dinosaurs

PSED—SEALs—New beginnings

RSHE / PSHE—Relationships

Year 1:

Roles of different people

Role of different families

Feeling cared for

Recognizing privacy

Staying safe

Year 2:

Making friends

Feeling lovely and getting help

Managing secrets

Resisting pressure and getting help

Creative Development

MUSIC—Charanga: Y1 Rhythm in the

way they walk Y2: Ho ho ho

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically

Physical Development

Dance

Y1 Moods / feelings—VS Year 1 Unit 3

Y2: Travel / shape/levels VS Y1 Unit 1

LITTLE MOVERS

See separate planning



Communication Language and Literacy

Communication Language and Literacy

Stories that raise issues and dilemmas —reading, studying and then writing own stories

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- School 360—logo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work