

Dinosaurs



Year Group: 1 and 2

Cycle B

History Significant individuals: Jack Horner and Mary Anning (palaeontologists)	Science Identify and classify, living, dead and never alive, habitats and food chains Climate/Environment Extinction; looking at other animals now extinct or endangered due to climate change/human development	PE Games	RE Year 1: 1.5 What makes some places sacred? Christians, Muslims and/or Jewish people Year 2: 1.4 How can we learn from sacred books? Christians, Muslims and Jewish people
Geography n/a	Computing n/a	MFL https://www.youtube.com/watch?v=aUMNUKlpJVk Head, Shoulders, Knees and Toes (French)	PSHE: Being my Best Year 1: Keeping my body healthy Year 2: Looking after my body
Design and Technology n/a	Art Drawing – Dinosaur sketches 3D Work – Clay dinosaur sculptures	Music Charanga – Friendship Song	English – Key Texts/Text Type
Hidden Curriculum (British Values/SMSC) RE: Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. PSHE: Individual liberty (freedom to make our own choices about keeping healthy) PE: Rule of Law (the need for rules in games- why they are important)			

History

National Curriculum: Pupils should be taught about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Key Lines of Enquiry: Who was Mary Anning and what did she do?

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Mary Anning was a famous English fossil hunter
- She lived around two centuries ago
- In Mary Anning's time most people didn't realise that fossils were the remains of dinosaurs that had lived long ago
- Mary Anning discovered many important dinosaur remains (including an Ichthyosaur skeleton) but because she was a woman she was not given credit for her work – in her times it was unusual for women to know much about science or be well educated

Age Related Subject Skills (Progression Guidance):

- Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time
- Show where places, people and events fit into a broad chronological framework
- Begin to use dates
- Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries
- Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?
- Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites
- Choose and use parts of stories and other sources to show understanding of events
- Communicate understanding of the past in a variety of ways
- Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays
- Discuss change and continuity in an aspect of life e.g. holidays
- Recognise why people did things
- Recognise why some events happened
- Recognise what happened as a result of people's actions or events
- Identify similarities and differences between ways of life in different periods, including their own lives
- Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why

Prior Learning

Forever Firs children working at ARE should already be able to:

- Use everyday language to talk about time (Maths (SSM) ELG)
- Talk about past and present events in their own lives and in the lives of family members (Understanding the World (People and Communities) ELG)

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Same different	Change Pictures stories	Centuries years Account Education Museum Past	Skeleton Result Artefact website present	fossil paleontologist	Ichthyosaur

History Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
			

Science

National Curriculum (Knowledge and Skills): Pupils should be taught to:

Year 1

- ask simple questions and recognise that they can be answered in different ways
- identify and classify
use their observations and ideas to suggest answers to questions

Year 2

- ask simple questions and recognise that they can be answered in different ways
identify and classify
use their observations and ideas to suggest answers to questions
explore and compare the difference 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 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

Climate/Environment Focus

- Children will learn the meaning of 'extinction' in relation to the dinosaurs, and will then learn about some modern species of animal that are now extinct, or face extinction, as a result of the impact of human activity on the environment.

Prior Learning

Forever Firs children working at ARE in Year 1 should already:

- know about similarities and differences in relation to places, objects, materials and living things.
- talk about the features of their own immediate environment and how environments might vary from one another.
- make observations of animals and plants, explain why some things occur, and talk about changes.

Forever Firs children working at ARE in Year 2 should already be able to:

- ask simple questions and recognise that they can be answered in different ways
- identify and classify
use their observations and ideas to suggest answers to questions

Key Vocabulary

Tier 1

Year 1
sort

Year 2
Sort
Plants
animals

Tier 2

Year 1
Identify
classify

Year 2
Living
Dead
Alive
Identify
classify

Tier 3

Year 1
Extinct
dinosaur

Year 2
Extinct
Dinosaur
Habitat
Food chain
Herbivore
Carnivore
Omnivore
Predator
Prey

Science Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <p>Firs Primary School</p>			

Art and Design

National Curriculum: Pupils should be taught:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Curriculum Intentions:

- Drawing – Dinosaur sketches
- 3D Work – Clay dinosaur sculptures

Age Related Subject Skills (Progression Guidance):

Year 1 – Drawing

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
- Begin to control the types of marks made with the range of media.
- Draw on different surfaces with a range of media.
- Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.

Year 1 - 3D Work

- Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.
- Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.
- Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.
- Impress and apply simple decoration techniques, including painting.
- Use tools and equipment safely and in the correct way.

Year 2 – Drawing

- Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.
- Draw lines/marks from observations.
- Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.
- Understand tone through the use of different grades of pencils (HB, 2B, 4B).

Year 2 - 3D Work

- Use equipment and media with increasing confidence.
- Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art.

Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

Drawing

- Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.
- Use and begin to control a range of media.
- Draw on different surfaces and coloured paper.
- Produce lines of different thickness and tone using a pencil.
- Start to produce different patterns and textures from observations, imagination and illustrations.

3D Work

- Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.
- Cut shapes using scissors and other modelling tools.
- Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.

Forever Firs children in Year 2

working at ARE should already be able to:

- See year 1 progression statements above

Key Vocabulary

Drawing

pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk
hatching, scribbling, stippling, and blending
light/dark lines, light/dark shapes, light/dark patterns
tone, grades, HB, 2B, 4B etc
observation

3D Work

clay, papier-mache, salt dough, Modroc
shape, model
observation, imagination
rolling, pinching, kneading
impress, decoration
tools, equipment, safety
carving, imaginary, realistic

Art and Design Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
 <p>Firs Primary — School —</p>			

PE

National Curriculum:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

Curriculum Intentions (Key Knowledge to be learned):

- Children will learn the skills and tactics required to participate in net and wall games such as ; Sitting Volleyball, Tennis, Badminton, Squash, Racquet Ball, Volleyball
- They will take part in activities in which players send an object towards a court or target area that an opponent is defending, the aim of which is to cause the object to land in the target area while making it difficult for the opponent to return the object.

Age Related Subject Skills (Progression Guidance):

DDAT

- Practise different skills associated with simple games (e.g. coordinating throwing and catching)
- Work co-operatively in teams

FIRS

Year 1

- To master basic sending and receiving techniques.
- To develop balance, agility and coordination.
- To master basic sending and receiving skills.
- To master basic sending and receiving as well as developing balance, agility and coordination
- To make use of coordination, accuracy and weight transfer.
- To develop receiving skills.
- To use ball skills in game-based activities.
- To practise basic striking, sending and receiving.
- To use throwing and catching skills in a game.
- To practise accuracy of throwing and consistent catching.
- To strike with a racket or bat.
- To play a game fairly and in a sporting manner.

Year 2

- To use hand and eye coordination to control a ball.
- To catch a variety of objects.
- To vary types of throw.
- To use ball skills in a mini festival.
- To position the body to strike a ball.
- To develop catching skills.
- To throw a ball for distance.
- To practice throwing skills in a circuit.
- To play a game fairly and in a sporting manner.

Prior Learning

Forever Firs children working at ARE should already be able to:

- **40-60 Months**
 - Experiment with different ways of moving.
 - Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
 - Show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- **ELG**
 - Show good control and co-ordination in large and small movements.
 - Move confidently in a range of ways, safely negotiating space.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Throw Catch Ball	Space	Racket Attack Defend	Position Sending Receiving	Sportsmanship Coordination Accuracy	

PE Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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RE Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Unit	Key Themes	Emerging	Expected	Exceeding
Being my Best Year 2	Looking after my body	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.
	Growth Mindset	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.

PSHE Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE

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Music Assessment			
Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE
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