

<b>Intent:</b>	To understand different types of plants. To understand parts of a plant. To understand and explain how plants grow.	
<b>Starter:</b>	Dinosaur footprints – What are they? Think about size/ shape etc. Excavate bones/ Fossils and predict which animal they belong to.	
<b>Core Texts:</b>	Harry and the Bucketful of Dinosaurs.	
<b>Key Concepts:</b>	Curiosity	
<b>Outcome Pieces:</b>	Adventure story, Junk modelled dinosaur description	
<b>Enrichment:</b>	New Walk Museum School environment: Dinosaur area	
<b>Subject Area:</b>	<b>Statements:</b>	<b>Key Vocabulary:</b>
<b>Science</b>		
	<b>National Curriculum:</b>	
<b>Geography</b>		
	<b>National Curriculum:</b>	
<b>History</b>	<ul style="list-style-type: none"> <li>• Can I identify dinosaurs by their name?</li> <li>• Can I explain what existed during the dinosaur era and what didn't?</li> <li>• Can I understand and explain time vocabulary?</li> <li>• Can I place dinosaurs on a timeline in chronological order?</li> <li>• How do we know dinosaurs existed? What is an archaeologist? What do they do?</li> <li>• Can I identify what dinosaurs ate? Can I explain what herbivore, omnivore and carnivore means? Can I identify which dinosaurs were the most dangerous? What made them dangerous?</li> <li>• Can I explain why dinosaurs became extinct? What impact did they leave behind?</li> </ul>	A long time ago, Last week, Yesterday, Today, Change, Over time, Local, Museum, Past, Pre-history, Present, Extinct, Excavate, Bones, Fossils, Evidence
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Can I design a dinosaur?</li> <li>• Can I join materials to create a dinosaur?</li> <li>• Can I use Papier Mache techniques to assemble my dinosaur?</li> <li>• Can I paint to finish my dinosaur?</li> <li>• Can I evaluate my dinosaur?</li> </ul>	Construct, Build, Design, Purpose, Variety of tools, Texture, Create, Materials, Decorate, Fold, Cut, Paper, Card, Design, Make, Evaluate, Work on different scale
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• select from and use a wide range of materials and components, including construction.</li> <li>• materials, textiles and ingredients, according to their characteristics.</li> <li>• evaluate their ideas and products against design criteria.</li> </ul>
<b>Art</b>		

	<b>National Curriculum:</b>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Can I identify dinosaur sounds? (listening)</li> <li>• Can I choose sounds to represent dinosaurs?</li> <li>• Can I make a sequence of sounds?</li> <li>• Can I explain whether I like/ Dislike a piece of music?</li> </ul>	Pitch, Volume, Tempo, Dynamics, Listen To, Copy and Repeat, Rhythm, Melody.
	<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• play tuned and untuned instruments musically.</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<b>PSHE</b>		
	<b>National Curriculum:</b>	
<b>Religious Studies</b>		
	<b>National Curriculum:</b>	
<b>Computing</b>	<b>E-Safety – Project Evolve</b> Recap Previous Strands dependent on need. See Project Evolve Document.	Word Processor, Keyboard, Keys, Letters, Microsoft Word, Google Docs, Numbers, Space, Backspace, Text Cursor, Toolbar, Bold, Italic, Underline, Select, Font, Undo
	<b>NCEE Unit 4: Digital Writing</b>	
	To use a computer to write	
	To add and remove text on a computer	
	To identify that the look of text can be changed on a computer	
	To make careful choices when changing text	
	To explain why I used the tools that I chose	
	To compare writing on a computer with writing on paper	
<b>National Curriculum:</b>	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	

Year 1 Unit Plan: How do we know dinosaurs existed? (5 weeks).



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. History	Launch topic – Dinosaur footprints – What are they? Think about size/ shape etc. Excavate bones/ Fossils and predict which animal they belong to. Can I identify dinosaurs by their name?	Twitter Books	Power
2. History	Can I explain what existed during the dinosaur era and what didn't?	Books	Transition
3. History	Can I understand and explain time vocabulary? Can I place dinosaurs on a timeline in chronological order?	Books	Transition/ Change
4. History	How do we know dinosaurs existed? What is an archaeologist? What do they do?	Books	Power
5. Science	Can I identify what dinosaurs ate? Can I explain what herbivore, omnivore and carnivore means? Can I identify which dinosaurs were the most dangerous? What made them dangerous?	Books	Curiosity
6. D&T	Can I design a dinosaur?	Books	
7. D&T	Can I join materials to create a dinosaur?	Twitter	
8. Art/ D&T	Can I use Papier Mache techniques to assemble my dinosaur?	Twitter	
9. Art D&T	Can I paint to finish my dinosaur? Can I evaluate my dinosaur?	Display	
10. Music	Can I identify dinosaur sounds? (listening) Can I explain whether I like/ Dislike a piece of music?		
11. Music	Can I choose sounds to represent dinosaurs? Can I make a sequence of sounds?	Books	
12. Literacy	Can I label parts of my dinosaur? Can I unpick features of a character description?	Books	
13. Literacy	Can I plan a character description of my dinosaur? Can I write a character description of my dinosaur?	Books	
14. Literacy	Can I read my character description to my class and can they guess which is my dinosaur?	Speaking and Listening	
15. History	Can I explain why dinosaurs became extinct? What impact did leave behind?	Books	Impact/ Conflict