

Intent:	For pupils to have an increased understanding of dinosaurs, how we know about them and links to locality.	
Starter:	Dinosaur footprints – What are they? Think about size/ shape etc. Excavate bones/ Fossils and predict which animal they belong to.	
Core Texts:	Harry and the Bucketful of Dinosaurs, Dear Dinosaur, Little Kids First Big Book of Dinosaurs, That’s Not How You Do It.	
Key Concepts:	Curiosity, Change, Home, Impact, Respect, Belonging and Fairness.	
Outcome Pieces:	Design Technology: Junk Model Dinosaur. Music: Composed Dinosaur Music.	
Enrichment:	Trip: New Walk Museum and Church Visit. School Environment: Dinosaur Area. Event: Dinosaur Murder Mystery.	
Subject Area:	Statements:	Key Vocabulary:
Science	Intent:	For pupils to build upon their understanding of the four seasons focusing upon Winter and practically record the weather in Winter.
	<p>Seasons continued Continue with the work on seasons looking at Winter:</p> <ul style="list-style-type: none"> Can I explore the weather in the United Kingdom in Winter? (see working scientifically document). Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see working scientifically document). 	Autumn, Winter, Spring, Summer, Weather, Seasons, Hot, Cold, Rain, Snow, Windy, Cloudy, Storm, Thunder, Lightning, Sleet, Compare, Record, Observe, Temperature, Thermometer
	National Curriculum:	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> observe changes across the 4 seasons. observe and describe weather associated with the seasons and how day length varies.
Geography	Intent:	For pupils to understand how we have been able to learn so much about dinosaurs using local examples to help.
Rowlatts Passport: South America - Chile	<p>Trip – New Walk Museum</p> <ul style="list-style-type: none"> Can I make a prediction where the fossils of dinosaurs have been found? Can I identify fossils of dinosaurs from within the local area? Can I identify on a map where fossils of dinosaurs have been found in the United Kingdom? Can I identify which continent has seen the most fossils found? (link back to continents work) <p>Local Links – Barrow Dinosaur, Joe Davis and Rutland Dinosaur.</p>	Key, Plan, Map, Route, Left, Right, Straight, Turn, United Kingdom, Continent, Asia, Africa, Europe, Oceania, North America, South America.
	National Curriculum:	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use world maps, atlases, and globes to identify the U.K and recognise its countries.
History	Intent:	For pupils to have an increased knowledge and understanding of Dinosaurs.
	<ul style="list-style-type: none"> Can I explain how we know dinosaurs existed? Can I explain what a fossil is? Can I explore different dinosaurs and name some common dinosaurs? Can I understand the different periods of the dinosaur era and order on a timeline? Can I explore what it was like in dinosaur times? Can I explain how that was different to today? (weather, environment, no humans) 	A long time ago, Last week, Yesterday, Today, Change, Over time, Local, Museum, Past, Pre-history, Present, Extinct, Excavate, Bones, Fossils, Evidence

	<ul style="list-style-type: none"> • Can I look at the physical features of dinosaurs and sort based on this? • Can I explain how and why I have sorted them in this way? • Can I understand the terms carnivore, herbivore, and omnivore? • Can I explore the different teeth dinosaurs have and what they tell us about their diet? • Can I sort dinosaurs into either carnivore, herbivore, or omnivore? • Can I explore how we know so much about dinosaurs? Local Links – Barrow Dinosaur, Joe Davis and Rutland Dinosaur. • Can I explain why dinosaurs are no longer alive? 	
	<p>National Curriculum:</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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]. 	
Design Technology	Intent:	For pupils to use a range of modelling skills to create a junk model dinosaur.
	<ul style="list-style-type: none"> • Can I explore a range of existing junk models? • Can I look at a range of joining techniques? • Can I identify what technique is used to join materials? • Can I practise a range of joining techniques? • Can I design a junk model dinosaur? • Can I join materials to create a junk model dinosaur? • Can I paint to finish my junk model dinosaur? • Can I evaluate my finished junk model dinosaur? 	Construct, Build, Design, Purpose, Variety of tools, Texture, Create, Materials, Decorate, Fold, Cut, Paper, Card, Design, Make, Evaluate, Work on different scale
	<p>National Curriculum:</p> <p><i>When designing and making, pupils should be taught to:</i></p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria. • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • select from and use a wide range of materials and components, including construction. • materials, textiles and ingredients, according to their characteristics. • evaluate their ideas and products against design criteria. 	
Art	Intent:	
	National Curriculum:	
Music	Intent:	For pupils to understand sequences of sounds in order to perform a composition of music.
	<ul style="list-style-type: none"> • Can I appraise a piece of music? (Lovely Listening) • Can I understand the terms beat, pulse, repeat and rhythm? • Can I copy and repeat a sequence of sounds? (no instruments – in groups then pairs) • Can I explore and name a range of common instruments? • Can I copy and repeat a sequence of sounds? (with instruments – in groups then pairs) 	Pitch, Volume, Tempo, Dynamics, Listen To, Copy and Repeat, Rhythm, Melody, Pulse, Beat, Composition, Appraise, Choice, Listen, Instruments, Feel

	<ul style="list-style-type: none"> • Can I combine patterns of beats with musical instruments? • Can I perform a pattern my composition? • Can I explain whether I like/dislike a piece of music? 							
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> • play tuned and untuned instruments musically. • listen with concentration and understanding to a range of high-quality live and recorded music. • experiment with, create, select and combine sounds using the inter-related dimensions of music. 							
PSHE	Intent:							
	National Curriculum:							
Religious Studies	Intent:	For pupils to understand the importance of Jesus to Christians looking at the story of Easter.						
	<ul style="list-style-type: none"> • Can I explain who Jesus is and why he is important to Christians? • Can I explain what Jesus taught Christians? • Can I describe what makes someone Christian? • Can I explain why Easter is important for Christians? 	Bethlehem, Bible, church, cross, Communion, Christmas, Christianity, Easter, parable, prayer, font, pulpit, hymns, worship, resurrection						
	National Curriculum:	See SACRE Document.						
Computing	Intent:	For pupils to increase their understanding and use of digital writing.						
	<p>E-Safety – Project Evolve Strand 7 – Privacy and Security Strand 8 – Copyright and Ownership See Project Evolve Document.</p> <p>Teach Computing Unit: Digital Writing</p> <table border="1"> <tr><td>Can I use a computer to write?</td></tr> <tr><td>Can I add and remove text on a computer?</td></tr> <tr><td>Can I identify that the look of text can be changed on a computer?</td></tr> <tr><td>Can I make careful choices when changing text?</td></tr> <tr><td>Can I explain why I used the tools that I choose?</td></tr> <tr><td>Can I compare writing on a computer with writing on a paper?</td></tr> </table>	Can I use a computer to write?	Can I add and remove text on a computer?	Can I identify that the look of text can be changed on a computer?	Can I make careful choices when changing text?	Can I explain why I used the tools that I choose?	Can I compare writing on a computer with writing on a paper?	Word Processor, Keyboard, Keys, Letters, Microsoft Word, Google Docs, Numbers, Space, Backspace, Text Cursor, Toolbar, Bold, Italic, Underline, Select, Font, Undo
Can I use a computer to write?								
Can I add and remove text on a computer?								
Can I identify that the look of text can be changed on a computer?								
Can I make careful choices when changing text?								
Can I explain why I used the tools that I choose?								
Can I compare writing on a computer with writing on a paper?								
	National Curriculum:	<i>Pupils should be taught to:</i>						

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

		<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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.
--	--	---

Sequence of Lessons			
Subject	Learning Challenge	Outcomes/Evidence (where?) Options: Books/Display/Twitter/Non-Recorded	Concepts
Starter/Launch	See above.	Twitter	
1. History	Can I explain how we know dinosaurs existed?	Non-Recorded	Curiosity
2. History	Can I explain what a fossil is?	Non-Recorded	
3. Science	Can I explore the weather in the United Kingdom in Winter? (see working scientifically document).	Display	Curiosity, Change
4. Science	Can I record daily weather on a class chart using weather symbols? (weather type, day length, temperature etc.) (see working scientifically document).	Display	
5. Geography	Can I make a prediction where the fossils of dinosaurs have been found?	Display	Change, Impact
6. Geography	Can I identify fossils of dinosaurs from within the local area?	Books	
7. Geography	Can I identify on a map where fossils of dinosaurs have been found in the United Kingdom?	Books	
8. Geography	Can I identify which continent has seen the most fossils found? (link back to continents work)	Display	
9. History	Can I explore different dinosaurs and name some common dinosaurs?	Books	Change, Impact, Transition, Curiosity
10. History	Can I understand the different periods of the dinosaur era and order on a timeline?	Twitter/Display	
11. History	Can I explore what it was like in dinosaur times?	Photo/Non-Recorded	
12. History	Can I explain how that was different to today? (weather, environment, no humans)	Non-Recorded	
13. History	Can I look at the physical features of dinosaurs and sort based on this?	Books	
14. History	Can I explain how and why I have sorted them in this way?	Books - Bubble	
15. History	Can I understand the terms carnivore, herbivore, and omnivore?	Books	
16. History	Can I explore the different teeth dinosaurs have and explain what they tell us about their diet?	Books	
17. History	Can I sort dinosaurs into either carnivore, herbivore, or omnivore?	Books	
18. History	Can I explore how we know so much about dinosaurs?	Non-Recorded	
19. History	Can I explain why dinosaurs are no longer alive?	Books	
20. Design Technology	Can I explore a range of existing junk models?	Sketch Book	Curiosity, Sustainability
21. Design Technology	Can I look at a range of joining techniques?	Sketch Book	
22. Design Technology	Can I identify what technique is used to join materials?	Sketch Book	
23. Design Technology	Can I practise a range of joining techniques?	Sketch Book	
24. Design Technology	Can I design a junk model dinosaur?	Sketch Book	
25. Design Technology	Can I join materials to create a junk model dinosaur?	Sketch Book	
26. Design Technology	Can I paint to finish my junk model dinosaur?	Sketch Book/Display	
27. Design Technology	Can I evaluate my finished junk model dinosaur?	Sketch Book	
28. Music	Can I understand the terms beat, pulse, repeat and rhythm?	Non-Recorded	Curiosity
29. Music	Can I copy and repeat a sequence of sounds? (no instruments – in groups then pairs)	Twitter	
30. Music	Can I explore and name a range of common instruments?	Non-Recorded	

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



31. Music	Can I copy and repeat a sequence of sounds? (with instruments – in groups then pairs)	Non-Recorded/Twitter	Heritage, Beliefs, Respect, Choices, Home, Curiosity, Diversity
32. Music	Can I combine patterns of beats with musical instruments?	Non-Recorded/Twitter	
33. Music	Can I perform a pattern my composition?	Twitter	
34. Religious Studies	Can I explain whether I like/dislike a piece of music?	Floor Books	
35. Religious Studies	Can I explain who Jesus is and why he is important to Christians?	Floor Books	
36. Religious Studies	Can I explain what Jesus taught Christians?	Floor Books	
37. Religious Studies	Can I describe what makes someone Christian?	Books	
38. Religious Studies	Can I explain why Easter is important for Christians?	Books - Bubble	
Computing Unit	Can I use a computer to write? Can I add and remove text on a computer? Can I identify that the look of text can be changed on a computer? Can I make careful choices when changing text? Can I explain why I used the tools that I choose? Can I compare writing on a computer with writing on a paper?	Books/Floor Books/Twitter.	