

Dinosaurs

KEY FACTUAL KNOWLEDGE: <u>History</u> I know who Mary Anning is I can say which period of time Mary Anning was born in and what I expect her to have been like based on prior learning about the Victorians I understand Mary Anning's significance in her field I understand Mary Anning's significance as a poor woman in the 1800's I know at least two of Mary Anning's principle discoveries and can say why they were important I understand the legacy that Mary Anning left for future scientists, naturalists and palaeontologists and the impact that it had I can compare Mary Anning to a current palaeontologist and talk about similarities and differences between the two time periods I can identify all three periods of Mesozoic Era (Triassic, Jurassic, Cretaceous) and place them on a time-line. I can identify different fossils from their local area I understand the concept of deep time <u>Geography</u> I know that there are different types of rock in my local area. I understand that Bredon Hill is made from different rock than the surrounding area. I know the different continents of the world. I can identify the main points on the compass. I can use a map to find a feature. <u>Design Technology</u> Key Concept: Creating a 3D in clay Problem/Challenge: How can we create a moneybox for our Exhibition? <i>In this topic, children will use their learning about dinosaurs and creating a realistic model to show to others in art. In D.T. they will be creating a Money Box to accept donations for their Dinosaur Exhibition.</i> <u>ART</u> Key technique: 3D Form/Sculpture 'Dinosaurs' will provide the children with the opportunity to manipulate clay for a variety of reasons, including making a model of a clay dinosaur which they will plan, make and evaluate. They will also make papier-mâché eggs. The children will understand the safety and basic care of materials and tools. The children will review what they have, and others have done and say what they think and feel about it, identifying what they might change in their current work or develop in their future work. The children will learn about Pippa Hill, a specialist in animal sculpture.	KEY LANGUAGE AND VOCABULARY: fossil, metamorphic, sedimentary, igneous, coprolite, palaeontologist, dinosaur, prehistory, cretaceous, Jurassic, Triassic, Mary Anning, Lyme Regis, Devon, soil Christian Value of the Term: COURAGE Enrichment & Global Citizenship opportunities Outdoor Learning In class worship Open the book visits Museum Exhibition Visit to All Things Wild PUPIL LEADERSHIP Sheldon Class Worship Museum Creation and Exhibition	KNOWLEDGE AND FACT SHEET KEY QUESTIONS: - Who Mary Anning was and why she was so important? - Name two of Mary's important discoveries. - Who were the important people in Mary's life were and why? - How do sources help us learn about the past? - Why some sources are more reliable than others? - Name all three periods of the Mesozoic era. Maths - Multiplication and Division & Shape In these two sections, we will be finishing our work on Multiplication and Division before moving onto shape. Looking at building on our understanding from the previous year. English - We will first be exploring the fantasy world of Dinotopia where we will be exploring setting descriptions and recounts. From there we will move onto the book The Fossil Hunter by Kate Winter and using it to explore the life of Mary Anning. Science - Rocks & Fossils We are learning about rocks this term where we will initially learn about what makes a rock and the different types of rock. We will ensure that we cover key concepts alongside this including how fossils are made before finally going on a fossil walk to find some in the field.
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KEY PROCEDURAL KNOWLEDGE:

History

Year 2/ Year 3

I can place the time studied on a timeline

I can use dates and terms related to the study unit and passing of time

I can sequence several events or artefacts

I can sequence artefacts closer together in time

Interpretations of history

I can identify and give reasons for different ways in which the past is represented

I can look at representations of the period museum, cartoons etc

I can compare pictures or photographs of people or events in the past

I can discuss reliability of photos/ accounts/stories

Historical enquiry

I can use a range of sources to find out about a period

I can observe small details - artefacts, pictures

I can select and record information relevant to the study

I can use a source - observe or handle sources to answer questions about the past on the basis of simple observations

Art and Design

I can plan and design ideas using my sketch book to record ideas.

I can manipulate clay for a variety of purposes, including making models.

I can join clay adequately, blending different pieces together effectively, and work reasonably independently.

I can construct a simple clay base for extending and modelling other shapes.

I can make a simple Mod Roc sculpture using a suitable armature e.g, pipe cleaners covered in tin foil.

Design Technology

I can generate ideas by drawing on their own and other people's experiences

I can develop their design ideas through discussion, observation, drawing and modelling

I can identify a purpose for what they intend to design and make

I can identify simple design criteria

I can make simple drawings and label parts

I can begin to select tools and materials; use vocab' to name and describe them

I can measure, cut and score with some accuracy

I can assemble, join and combine materials in order to make a product

I can choose and use appropriate finishing techniques

I can evaluate against my design criteria

I can evaluate my products as they are developed, identifying strengths and possible changes I might make

I can talk about my ideas, saying what I like and dislike about them

RE - Islam - How do festivals and worship show what matters to a Muslim?

In RE we will be exploring how Muslims think about Allah and their prophet as well as the festivals they have to mark important moments and how this interacts with their holy book, the Qu'ran.

PSHE - Dreams and Goals

We are looking at how we set goals and overcome challenges and what it means to have dreams and aspirations. We will explore what goals we have and how we can support others to achieve theirs.

French - Mon Corps

We are building on our knowledge of colour and number. We will be looking at the different parts and names of the human body.

ICT/Computing - During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents.

PE - In PE we are taking part in REAL gym.

Music - Musical Styles

Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. We explore these different concepts within this unit.