
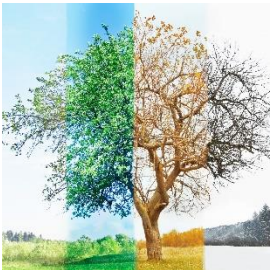


<p>What happened to the dinosaurs?</p> 	<p>Derry Hill C of E Primary School</p>	<p>Year 1: Term 4: Spring 2024</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Science</p>  <p>Seasons</p> <p>Senses</p>	<p>Seasons</p> <p>Seasonal Change</p> <p>Winter</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Weather</p> <p>Blossom</p> <p>Flowers</p> <p>Bloom</p> <p>Sunlight</p> <p>Rainfall</p> <p>Weather Station</p> <p>Temperature</p> <p>Wind Direction</p> <p>N, E, S, W</p> <p>Senses</p> <p>Taste</p> <p>Touch</p> <p>Smell</p> <p>Feel</p> <p>Sight</p>	<p>Key Skills:</p> <p>Observe changes across the four seasons.</p> <p>Describe weather associated with the seasons and how day length varies.</p> <p>Understand the 5 senses of the human body.</p> <p>Key Knowledge:</p> <p>During spring flowers start to sprout and lots of animals are born</p> <p>The amount of sunlight per day increases – it begins to get lighter earlier in the morning and darker later in the evening</p> <p>In spring we may no longer need hats, gloves and scarves and may start wearing lighter coats and wellies</p> <p>We can measure the weather using various tools including a rain gauge, thermometer windsock and the weather forecast</p> <p>5 senses: Eyes = sight Mouth = Taste Nose = Smell Hands = Feel/Touch</p>	<p>LI: I can gather and record data to help in answering questions</p> <p>Lesson 1: In science this week we will introduce our new focus: seasonal change. We will think about what we already know about seasonal change and how this can impact the weather and the world around us as well as what we may need in preparation for spring. We will explore books, the internet, and the outside world to support our understanding.</p> <p>LI: I can observe changes across the 4 seasons</p> <p>Lesson 2: Today we will have some discussions about how things change across the seasons. We will make seasonal posters including everything we already know. We will then make clothes for our ‘seasonal babies’ thinking about what they might need to wear in each season.</p> <p>LI: I can talk about a famous scientist and how they have changed the world Lesson 3 (during literacy):</p> <p>We will be creating diary entries from the perspective of Mary Anning. We now know lots about Mary Anning so we will have a go</p>

Ears = Hearing

at writing a diary entry from the day she found the Ichthyosaurus.

LI: I can gather and record data to help in answering questions

Lesson 3/4:

In science this week we will be creating our own weather station. We will make a rain gauge and a wind vane as well as thinking about how thermometers work and watching the weather forecast. We will then be carrying out an experiment across the week to see how the weather changes each day and how this links to our understanding of spring.

Each day we will be completing our weather report, adding a weather symbol, the temperature, the amount of rainfall and the wind direction. At the end of the week, we will gather all of our evidence and discuss our findings.


LI: I can observe closely, using simple equipment and can perform simple tests

Lesson 5:

We will be carrying out an experiment to discover what happens to flowers (daffodils) if we change the colour of their water. We will think about what might happen and make some predictions before carrying out our experiment. At the end of the week we will re-visit our predictions and find out whether they were correct.

LI: I can talk about the 5 senses of the human body

Lesson 6:

			<p>Today we will be exploring our senses. We will be thinking about what each sense does and putting this to the test. This will include some blind taste testing, guess the object game, the microscopic picture quiz and lots of other fun experiments to help us explore what each sense is responsible for.</p>
<p>Geography/History</p>  <p>Landscapes</p> <p>Timelines</p> <p>The History of Dinosaurs</p>	<p>Beach</p> <p>Cliff</p> <p>Coast</p> <p>Forest</p> <p>Hill</p> <p>Mountain</p> <p>Sea</p> <p>Ocean</p> <p>River</p> <p>Soil</p> <p>Valley</p> <p>Year</p> <p>Decade</p> <p>Century</p> <p>Long Ago</p> <p>Timeline</p> <p>Living memory</p> <p>Remember</p> <p>Memories</p> <p>Important</p>	<p>Key Skills:</p> <p>Develop an awareness of the past</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Discuss changes within living memory.</p> <p>Explore and discuss events beyond living memory that are significant nationally or globally</p> <p>Key Knowledge:</p> <p>A timeline shows us events over a specific period of time</p> <p>A timeline starts from the past (date dependent on the timeline of choosing) and works its way up until the present day/time (again dependent on choice of timeline)</p> <p>Many people believe dinosaurs became extinct due to different reasons (explore 5 main reasons)</p>	<p>L1: I am beginning to use some human and physical geography language</p> <p>Lesson 1:</p> <p>The children will be exploring the word 'landscape' and what this means. We will explore our own landscape outside and discuss how this might have looked different to a dinosaur's landscape. We will then label lots of different landscapes using some of the new geographical language we have learnt.</p> <p>L1: I can talk about a famous scientist and their influence on the world today</p> <p>Lesson 2: (literacy lesson)</p> <p>Today we will be creating Mary Anning fact files. We will explore who Mary Anning was, how this has had an impact on what we know about the history of dinosaurs today and why she was so influential. We will then create fact files about Mary Anning to demonstrate our understanding.</p> <p>L1: I can talk about a significant historical event</p> <p>Lesson 3:</p>

		<p>A fossil is created over a substantial period of time and is the remains, trace or impression of any once living thing</p> <p>Dinosaurs were on the earth 65 million years ago</p> <p>A dinosaur's landscape didn't include any human features and was likely to be a mixture of wet and dry, green, hot and volcanic.</p>	<p>Today the children will explore the various theories of extinction. We will discuss which theories are most likely and why scientists might believe so. We will then create dinosaur extinction posters in groups expressing our own views as well as the views of others.</p> <p>LI: I can ask questions to support my understanding</p> <p>Lesson 4:</p> <p>The children will be introduced to fossils. We will explore what a fossil is, how these are formed and we will handle some real fossils. The children will then have a go at making their own fossils using dinosaur models/shells and clay.</p> <p>LI: I can explore timelines, as well as creating a timeline of my own life</p> <p>Lesson 5/6:</p> <p>This week we will be exploring timelines. We will think about what timelines show us and look at various different examples of timelines. We will explore a timeline of the dinosaurs and we will then create our own. We will be using pictures from our own lives, including significant events and we will write a small description about each picture.</p>
DT	<p>Landscape (geography physical features)</p> <p>Design</p> <p>Realistic</p> <p>Materials</p> <p>Appealing</p>	<p>Key Skills:</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Select from and use a wide range of materials and components, including construction</p>	<p>LI: I can design and make functional and appealing based on design criteria, using a range of tools and materials to perform practical tasks</p> <p>Lesson 1:</p> <p>In lesson one we will be designing dinosaur landscapes. We will create four designs</p>



Model
3D
Tools
Equipment
Evaluate
Mechanism
Lever
Slider

materials and textiles according to their characteristics

Explore and use mechanisms [for example, levers, sliders

based on all the things we have learnt in geography so far about dinosaur landscapes and will need to include some geographical features that may have been here 65 million years ago! We will then choose our favourite design and draw this as our 'final design', ready to create next week.

LI: I can

Lesson 2: I can design and make functional and appealing based on design criteria, using a range of tools and materials to perform practical tasks


Today we will be creating dinosaur landscapes in shoeboxes. Using our final design to help us we will be make a 3D dinosaur landscape. We will choose lots of materials to make our landscape come alive and will take care to make these landscapes realistic.


LI: I can design and make functional and appealing based on design criteria, using a range of tools and materials to perform practical tasks

Lesson 3:

We will finish creating our dinosaur landscapes, ensuring we have included everything on our final design. We will then evaluate our dinosaur landscapes, thinking about what went well and what we would change if we were to create them again.

LI: LI: I can design and make functional and appealing based on design criteria, using a range of tools and materials to perform practical tasks

			<p>Lesson 4:</p> <p>The children will design an Easter card today. We will look at lots of examples of Easter cards and will discuss the importance of the visuals we are choosing to put on our cards. We will consider that our card will need to include either a slider or a hinge.</p> <p>LI: I can design and make functional and appealing based on design criteria, using a range of tools and materials to perform practical tasks</p> <p>Lesson 5:</p> <p>The children will create their Easter card today based on their design last week. They will use a slider or a hinge to make their card come to life. The children will then evaluate their cards, considering what went well and what they would do differently next time and why.</p>
<p>PE</p> 	<p>Coordination</p> <p>Ball Skills</p> <p>Balance</p> <p>Slowly</p> <p>Quickly</p> <p>Partner</p> <p>Observe</p> <p>Movement</p>	<p>Key Skills:</p> <p>Coordination</p> <p>Ball Skills</p> <p>Balance</p> <p>Key Knowledge:</p> <p>Holding a ball using my whole hand will allow me to have more control</p> <p>We can use other people to support our balance</p> <p>Using two hands will allow me to build up control before moving onto using one hand</p>	<p>LI: I can observe and copy others</p> <p>Lesson 1 and 2:</p> <p>The children will be maintaining control over a ball whilst moving it around their body. They will do this sitting down as well as standing up and maintaining balance.</p> <p>LI: I can explore and describe different movements</p> <p>Lesson 3 and 4:</p> <p>The children will be maintaining control over a ball whilst moving it around their body. They will do this sitting down as well as standing up and maintaining balance. They will build up speed in doing so and will move on to using one hand to control the ball rather than two.</p>

			<p>LI: I can begin to compare my skills and movements with other people and I can select and link movements to fit a theme</p> <p>Lesson 5 and 6:</p> <p>The children will work with a partner to hold their balance, using each other as support. They will build up confidence before moving onto balancing on one leg whilst holding onto a partner, transferring from a long base to a short base.</p>
<p>RE</p> 	<p>Easter</p> <p>Jesus</p> <p>God</p> <p>Christians</p> <p>Jerusalem</p> <p>Palm leaves</p> <p>Judas</p> <p>Supper</p> <p>Betrayed</p> <p>Tomb</p> <p>Risen</p> <p>Heaven</p>	<p>Key Skills and Knowledge:</p> <p>The Easter Story (children will be able to re-cap)</p> <p>Children will understand the significance of the Easter story to Christians</p>	<p>LI: I am beginning to discuss the Easter story and think about why this is important to Christians</p> <p>Lesson 1:</p> <p>We will think about what we already know about the Easter story. The children will be introduced to the Easter story. They will be playing some matching games to ensure they have understood the sequence of the Easter story and will think about what they know now that they didn't know at the beginning of the lesson.</p> <p>LI: I can re-order the Easter story</p> <p>Lesson 2:</p> <p>The children will be re-capping last week's lesson. They will need to think about the order of the story and will then go on a treasure hunt around the classroom to find pictures from the story and put them in order as a class. The children will then have their own version of the story and will need to cut out the pictures and the captions and match them together, putting them in order.</p>

LI: I can re-tell the Easter story, writing sentences to demonstrate my understanding

Lesson 3:

The children will be putting all of their knowledge so far of the Easter story into practise. They will be writing sentences about each key part of the Easter story and will be sharing this with their peers once finished.

LI: I can think of significant parts of the Easter story and represent this using symbols



Lesson 4:

Today the children will create stain glass windows. We will have a look at various stain glass windows and discuss the importance of the symbols on them. The children will then need to think of their own symbol that represents Easter and will create their own stain glass window, using black card and tissue paper. These will then be stuck up in mole class window.

LI:

Lesson 5: I can present my understanding of the Easter story to my teacher and peers

Now that the children know lots about the Easter story and the significance of this story to Christians, we will be exploring the story using some role play. The children will be put into small groups and will need to each act out a key part of the Easter story. We will then come together and perform this as a class.

<p>PSHE</p> 	<p>Behaviour</p> <p>Bully</p> <p>Bullying</p> <p>Consistent</p> <p>Emotions</p> <p>Kindness</p> <p>Trust</p> <p>Relationships</p>	<p>Key Skills:</p> <p>To develop emotional intelligence</p> <p>Developing a positive self-image and self-worth</p> <p>Understand how to keep themselves safe</p> <p>Key Knowledge:</p> <p>A bully is not someone who does something unkind once or by accident. Bullying occurs consistently over a period of time</p> <p>Kind behaviour towards others is important in order to allow other people to trust you and build relationships</p>	<p>This term we will be thinking about bullying and behaviour. We will explore the people who are important to us. We will discuss the behaviour we would like someone to show us and why this is important to do the same in return. We will talk about what the word 'bully' means and when it is important to share incidents with someone we trust.</p>
<p>Computing</p> 	<p>E-safety</p> <p>Internet safety</p> <p>Personal information</p> <p>Unsafe</p> <p>Password</p> <p>Address</p> <p>Name</p> <p>Sequence</p> <p>Algorithm</p> <p>Debug</p> <p>Predict</p> <p>Execute</p>	<p>Key Skills:</p> <p>Place instructions into the correct order (sequence) to make something work.</p> <p>Use direction arrows to move an on-screen object (character/sprite) to achieve an objective.</p> <p>Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug).</p> <p>Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective.</p> <p>Key Knowledge:</p> <p>I know not to share my name, address, school, password, postcode, phone number or show my face to anyone online that I don't know</p>	<p>This term we will be re-capping E-safety. We will focus on the importance of keeping personal information safe and how to do so. We will also think about who we can talk to and where to go if something makes us feel unsafe.</p> <p>We will also be exploring programming. The children will place instructions into the correct order to make something work. They will predict routes and sequences to achieve an objective and will correct errors, to help support writing a program.</p>

--	--	--	--