
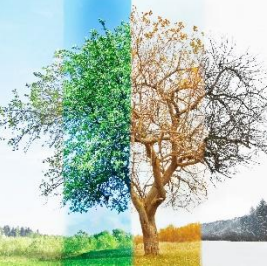


<p>What happened to the dinosaurs?</p> 	<p>Derry Hill C of E Primary School</p>	<p>Year 1: Term 3: Spring 2026</p>	
<p>National Curriculum Subject</p>	<p>Key Vocabulary</p>	<p>Key Skills and Knowledge</p>	<p>Learning Intention and Implementation</p>
<p>Science</p>  <p>Seasons</p>	<p>Seasons Seasonal Change Winter Spring Summer Autumn Weather Harvest Hibernate Protect Sleet Frost Temperature Changes Grow Compare Sun Protection Heatwave Measuring Record Rainfall Results Graph</p>	<p>Key Skills:</p> <p>Observe changes across the four seasons.</p> <p>Understand, and observe, the different weather associated with each season.</p> <p>Make comparisons between two seasons.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Take measurements using a range of equipment.</p> <p>Use tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings.</p> <p>Key Knowledge:</p> <p>Know and name the four seasons.</p> <p>Know the main features of each season.</p> <p>Understand what changes the seasons bring.</p> <p>Understand that days get shorter in Autumn and are at their shortest in the winter.</p>	<p>We will begin by naming the four seasons, and identifying the type of weather we would typically get in each season. We will also set up our class experiment: Throughout the term we will be measuring, and recording, the rainfall each week.</p> <p>We will then spend each week digging deeper into each season. We will look at how animals prepare for hibernation in the Autumn, learning about how they adapt and survive the winter.</p> <p>We will present our own weather forecast, thinking about what we need to say, and why.</p> <p>As we move into spring and summer, we will learn about the days getting longer, the temperature increasing, and why we begin to wear different clothes.</p> <p>We will learn about plant growth in the spring, and why it is that they begin to grow at that time of year. We will also look at the migration of animals at different times of the year.</p> <p>We will also have some fun thinking about what our favourite season might be, and why.</p>

History



The History of Dinosaurs

History
Past
Long ago
Decade
Century
Extinct/Extinction
Fossils

Key Skills:

Develop an awareness of the past

Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

Explore and discuss events beyond living memory that are significant nationally or globally

Key Knowledge:

Many people believe dinosaurs became extinct due to a variety of reasons

A fossil is created over a substantial period of time and is the remains, trace or impression of any once living thing

Dinosaurs were on the earth 65 million years ago

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.

Throughout the term we will be learning about dinosaurs, what scientists and historians think happened to them millions of years ago, how they lived and what the world might have been like then (with no human features). We will be learning about Mary Anning, and how important her fossil discoveries were and what she went on to achieve as a fossil collector and palaeontologist. We will dig a little deeper into the thoughts behind the dinosaur's extinction and we will have some fun digging for, and making our own, fossils. Much of our learning will entail being artistic and creative, using small world and role play.

Design Technology



Design
Materials
Model
3D
Tools
Equipment
Mechanism
Lever
Slider
Evaluate



Key Skills:

Design purposeful, functional, appealing products for themselves and other users based on design criteria

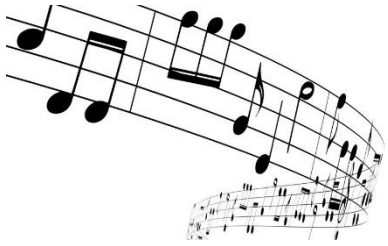
Select from and use a wide range of materials and components, including construction materials.

Explore and use mechanisms. For example, levers, sliders

In line with our dinosaur topic, we will be designing, making and evaluating a variety of moveable dinosaurs, using levers and sliders. We will also make dinosaur habitats. We will think about the type of habitats they need, whether it is water, forest or desert. We will look at the variety of resources we have and plan how we are going to use them to make such a habitat, thinking about which resources will work best and why, and how we can make our structure strong and stable. We will then

		Explore and evaluate a range of products, including their own creation.	use our knowledge of moveable parts to see if we can add some to our habitat.
<p style="text-align: center;">PE</p> 	<p>Gym Gymnastics Partner Apparatus Low High Pike and Straddle Jump Tuck and Star Feet Shapes</p>	<p>Key Skills:</p> <p>I can perform an accurate shape. I can use good body tension to hold the shape. I can perform a repeatable shape.</p> <p>I can perform shapes using low apparatus. I can perform shapes on high apparatus.</p>	<p>This term we will focus on many gym skills across different areas, on mats, benches and on the apparatus, including:</p> <ul style="list-style-type: none"> - Jumping on one foot and two - Off bench tuck jumps - Scissor leaps - Climbing a frame - Straight jumps - Pike jumps - Sit and slide - Pencil rolls and egg rolls
<p style="text-align: center;">RE Christianity</p> <p style="text-align: center;">Was it always easy for Jesus to show friendship?</p> 	<p>Jesus The Bible New Testament Friend Kind Trust Honesty Listening Zacchaeus Stilling the Storm Mary, Martha and Lazarus Christians Friendship</p>	<p>Key Skills:</p> <p>I can ask questions I can discuss the stories from the Bible I can recall, and begin to retell, religious stories.</p> <p>Key Knowledge:</p> <p>I know how to be a good friend and what friendship looks like</p> <p>I know that Christians believe that, with God's help, we should be a good friend to everyone, even when it's hard.</p>	<p>We will begin our theme by talking about friendship, and what it means to be a good friend. We will then spend the term reading different stories from the Bible about Jesus showing friendship in different circumstances. We will act out the stories and talk about how easy or hard it was for Jesus to show friendship and kindness, and why. We will discuss when Christians might find it difficult to show friendship and how would they ask God to help them. We will also think about our friendships, when it is easy to be a good friend and when it is hard, and what we can do to help each other become an even better friend. We will undertake a variety of drama activities and art activities during our RE learning this term.</p>

Music



beat
repeat
rhythm
lyrics
melody
in time
syllables
percussion
tempo
dynamics
soft

Focus: Using Rhythms in Music

Skills:

I can learn and sing the 'Dinosaur Stomp' song, remembering the melody and keeping in time with the music.

I can recognise and understand the difference between a beat and a rhythm.

I can listen to and repeat short rhythmic patterns.

I can describe the character and mood of a piece of music.

I can listen and respond to other people when playing as part of a group.

I can create short sequences of sound to represent a dinosaur.

I can choose the best tempo and timbre to represent the dinosaur and say why we chose it.

I can perform from a graphic score with my class.

We will be learning the Dinosaur Stomp song, the lyrics and the melody. As we learn the song, we will add our own actions and body percussion, we will then move on to performing the song using different percussion instruments.

We will split many dinosaur names into syllables, clapping them and then using instruments, playing them in different ways and creating patterns with the names and instruments. We will have a go at putting all of our pieces of dinosaur music together to create one big piece of music.