



Wow Starter: Bury a bone. Go on a dinosaur hunt.

Final Event: Dinosaur movie

UNDERSTANDING THE WORLD

Working scientifically KS1

- sc2 asking simple questions and recognising that they can be answered in different ways
- sc4 performing simple tests
- sc5 identifying and classifying

Animals, including humans KS1

- sc10 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- sc11 identify and name a variety of common animals that are carnivores, herbivores and omnivores
- sc12 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Living things and their habitats KS1

- sc20 explore and compare the differences between things that are living, dead, and things that have never been alive

- sc21 identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- sc22 identify and name a variety of plants and animals in their habitats, including micro-habitats
- sc23 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Core Skills across the Key Stage KS1

- hi2 I can place objects, people and events into chronological order
- hi5 I can ask and answer questions about the past
- hi7 I can use sources of information to find out about the past

EXPRESSIVE ARTS AND DESIGN

Design KS1

- dt1 I can explain what my design will be like and what it will do, how I am going to create my design and list the materials I will need
- dt3 I can draw and talk about what I am going to make
- dt4 I can make a realistic model of my design

Make KS1

- dt6 I can use scissors for cutting and shaping
- dt7 I can join materials in a variety of ways

- dt8 I can use simple finishing techniques to improve my product
- dt9 I can select the appropriate materials and tools for my design

Evaluate KS1

- dt14 I can look at things other people have made and tell you what I like or dislike
- dt17 I can talk about what worked well with my product and how it could be improved

MATHEMATICS AND COMPUTING

KS1

- co7 I can use a variety of technologies to create and save my work
- co8 I can manipulate text and pictures

- co9 I can find and retrieve my work or information that I need
- co11 I know how to use equipment safely and respectfully

PHYSICAL EDUCATION

KS1

- pe1.2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)
- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs

- pe2 I can play simple team games showing awareness of my team-mates and opponents and understanding the importance of the rules
- pe2.1 I can think of simple tactics to help attack or defend in a team game

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens KS1

- pa9 Realise that people and other living things have needs.

PSED Developing good relationships and respecting the differences between people KS1

- pr15 Listen to other people, and play and work co-operatively.

PSED Preparing to play an active role as citizens KS1

KS1

- pa12 Listen and respond in group discussions.

PSED Developing good relationships and respecting the differences between people KS1

- pr21 Identify and respect the differences and similarities between people.

LAW

School & classroom Rules to follow school 'traffic light' behaviour system.

Behaviour rewards, celebrated in Thursday and Friday assemblies

Reading rewards

DEMOCRACY

Class champions

Voting - favourite dinosaur

INDIVIDUAL LIBERTY

Extra Curricular clubs

MUTUAL RESPECT AND TOLERANCE

RE & PSHE Curriculum

RRSA - Thursday assemblies.

Digging for Dinosaurs KS1 Summer 1

Science Animals and their habitats

- Week One**
LI: Can I observe a natural habitat and create in each classroom Children to observe the habitat of the butterfly. Go outside. Start the life cycle of a butterfly in the classroom.
- Week Two**
LI: Can I label a cross-section of a garden? Children to look at a cross section of a garden and label it.
- Week Three**
LI: Can I observe the garden and the mini beasts that live there? Go into the wildlife garden and add onto the cross section of the garden.
- Week Four**
LI: Can I understand the life cycle of a butterfly? Children to create a life cycle of a butterfly (using pictures, diagrams)
- Week Five**
LI: Can I retell the life cycle of a frog? Children to release the butterflies and then retell what has happened over the five weeks.

- History**
- Week One**
LI: Can I understand that dinosaurs lived in the past? Police incident area, where a giant bone has been found on the school grounds. Children to go up and investigate what is happening. Children to write a newspaper report.
- Week Two**
LI: Can I understand about the different types of dinosaurs? Discuss the word carnivore/herbivore and omnivore. Sort the dinosaurs into a Venn diagram and answer the questions.
- Week Three**
LI: Can I make a dinosaur skeleton picture? Using a dinosaur skeleton template, children to use white art straws to recreate the skeleton and then cover with soil and sand.
- Week Four**
LI: Can I find out about fossils? Look at ppt about fossils and actual fossils. Discuss. Chn to make their own fossil using clay and pasta shapes.
- Week Five**
LI: Can I write a fact file about a dinosaur? Each class to choose a dinosaur and then write a fact file about the dinosaur.

Outdoor lessons where possible. Follow Val Sabin scheme - Bat & Ball skills and games. Skipping.

- DT**
- As a block
Look at photos of dinosaurs. Choose features they like. Stretch some ideas. Record a plan, label it and then make during DT workshop.(Week Five)

- ICT**
- Children to use powerpoint. Introduce the children to powerpoint. Children to create an informative powerpoint poster of their dinosaurs.

- RE**
- Week 1**
LI: Why did Jesus tell stories? Discuss Jesus as a storyteller. Look at some parables. Verbally retell/re-enact the story. Hot seat character from story.
- Week 2**
LI: Why did Jesus tell stories? Chn choose 1 of the stories and retell using storyboards.
- Week 3**
LI: What were the messages in the stories Jesus told? Discuss characters in stories.
- write supporting sentence about characters feelings.
- write sentences about character feelings.
- write a character description
- Week 4 & 5**
LI: Do these stories match to their own lives? Re-enact the story. Talk about when they've been jealous or looked for forgiveness. Write about 4 discussed feelings and when they've occurred in their lives. Was Jesus a good storyteller? Get chn to answer this question & give their reasons why they think this.
- PSHE (alternate with ICT)**
- Looking at People who help us
People who help us at school
People who help us in the community
Who could help me when i'm ill or lost?
Who can help us if there is a fire?
Related to Article 24 (health and health services) and the right to be safe.

Digging for Dinosaurs KS1 Summer 1 - Stage Coverage

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KS1

- **hi2** They should know where the people and events they study fit within a chronological framework
- **hi5** They should ask and answer questions
- **hi7** They should understand some of the ways in which we find out about the past

MATHEMATICS AND COMPUTING

KS1

- **co7** use technology purposefully to create digital content
- **co8** use technology purposefully to organise, store and manipulate digital content
- **co9** use technology purposefully to retrieve digital content
- **co11** use technology safely and respectfully

PHYSICAL EDUCATION

KS1

- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2** participate in team games
- **pe2.1** in team games, develop simple tactics for attacking and defending

EXPRESSIVE ARTS AND DESIGN

Design **KS1**

- **dt1** design purposeful, functional, appealing products
- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups

Make **KS1**

- **dt6** select from and use a range of tools and equipment to perform practical tasks such as cutting and shaping
- **dt7** select from and use a range of tools and equipment to perform practical tasks such as joining
- **dt8** select from and use a range of tools and equipment to perform practical tasks such as finishing
- **dt9** select from and use a range of tools and equipment to perform practical tasks

Evaluate **KS1**

- **dt14** explore a range of existing products
- **dt17** evaluate their products against design criteria

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