

Dinosaur Discovery Knowledge Outcomes:

<p>The first dinosaurs lived on the Earth about 250 million years ago.</p>	<p>- Dinosaurs became extinct about 65 million years ago</p>
<p>Mary Anning was a fossil hunter (paleontologist) who found dinosaur fossils and helped</p>	<p>- We know about dinosaurs, because fossils were discovered in rocks</p>
<p>- scientists to learn more about prehistoric animals</p>	<p>- A fossil is a remain or imprint of a plant or animal from long ago (dinosaur fossils include bones, teeth, footprints, tracks, eggs, and skin impressions)</p>

PSCHE:

Learn what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
 Know that things people put into or onto their bodies can affect how they feel
 Learn how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy

R.E.: Empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.
 Share favourite days of the week and talk about food children would choose to share in a special meal.
 Use the right names for things that are special to Jewish people during Shabbat and explain why they are important.
 Make connections between being Jewish and decisions about behaviour.

Understanding of the World

History:

Learn about events beyond living memory that are significant nationally or globally - dinosaurs
 Learn about the lives of significant individuals in the past who have contributed to national and international achievements – Mary Anning

Science:

Science: Seasonal changes

Observe changes across the four seasons
 Observe and describe weather associated

Summer Term 1 Activities Dinosaur Discovery Year 1

Mathematics

In Mathematics, this half term children will be working on the following objectives from the Year 1 Success and Challenge cards:

Measure and begin to record metric measurements (*moving on from non- standard units*) in a variety of contexts—*mass and weight*

Recognise objects that are heavier and lighter. WALT Measure the mass of an object.

Compare different masses. WALT Identify when a cylinder is full, half full or empty and compare them using > < = symbols. find half and a quarter of an object, shape or quantity – discrete quantities (*e.g. cherries on a plate*) and continuous quantities (*e.g. water*)

Engage:
A Visit from a 'dinosaur'

Express: Natural History Museum trip



Computing:

To understand that algorithms are implemented as programs on a range of digital devices
 To give instructions to a programmable toy
 To plan a simple algorithm to that controls a toy
 To program a virtual object to move to on-screen objects

Design Technology: Textiles

Design purposeful, functional, appealing products for themselves and other users based on design criteria
 generate, develop, model and communicate their ideas through talking, drawing
 select from and use a range of tools and equipment to perform practical tasks
 evaluate their ideas and products against design criteria

Physical Development

This term children will learn

Receive a ball along the floor, to have hands ready and know why they need to be out in front of our body, to move towards a ball not wait for it to arrive
 Watch a ball into my hands.
 Move and get behind a ball coming towards me.
 Show some different ways of hitting, throwing and striking a ball.
 Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points).
 Play as a fielder and get the ball back to a STOP ZONE.
 Begin to follow some simple rules (carrying the bat, not over taking someone)

PE lessons will be on: Tuesdays and Wednesdays

English

In English, this half term children will be working on the following objectives from the Year 1 Success and Challenge cards:

- I am able to write sentences by saying out loud what I am going to write.
- I am able to use finger spaces between words.
- I am going to read my sentences and check that it makes sense.
- I am able to use capital letters, full stops, question marks and exclamation marks at the end of sentences.
- I am able to add the suffix -ing, est and the pre-fix un- to make a different word.
- I am going to use joining words like 'and'.
- I am able to read my sentence and check that it makes sense.
- I am able to read my sentence out loud so that children in my class can hear and understand me.

What are we writing this half term?

- I am going to write a set of instructions to accurately draw a scene from Dinosaur's Don't Draw.
- I am able to use present tense verbs (using the suffix -ing) to describe what is happening in the Dinosaur Department Store.
- I am going to write a letter as T-rex in reply to questions asked by the character Max in the story, Dear Dinosaur.
- I am going to write an email to reassure the Worrysaurus that we are not unwelcoming when they come to visit our school.
- I am going to write a diary entry to describe what Little Dinosaur saw before ten minutes before bedtime.



Strength Lies in Difference

Children to understand what it means to be different and what makes them different from others.
 Children to be familiar with these key terms and understand what they mean: Identity, Race, Diverse, Ethnicity, Minority, Majority, Responsibility, Values and Stereotype
 Children to understand why it is important to celebrate difference in both themselves and others

This half term, we will be reading the books:

- Dinosaurs don't draw
- Dear Dinosaur
- 10 Minutes to bed Little Dinosaur
- The Girl and The Dinosaur
- Dinosaur Departments Store

Expressive Art and Design

Music: Composing
Music: History of music
 Recognise and identify a range of contemporary songs.
 Identify what is similar and different about pieces of music or songs.
 Begin to understand that popular music changes over time.