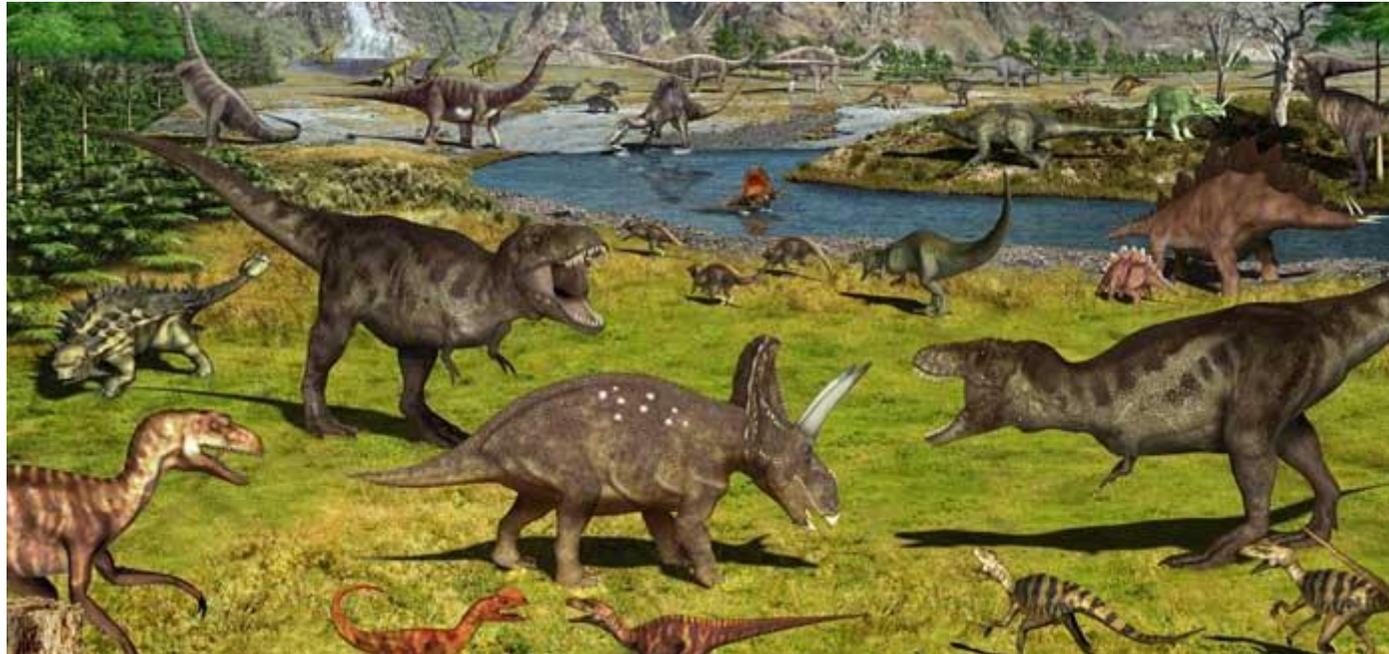


# Dangerous Dinosaurs

2017-18 Year Group: 1 & 2 No. of children: 90 Term: Autumn No. of weeks: 13



## Areas of Learning

### As scientists we will:

- explore and compare the differences between our five senses.
- identify and classify parts of the human body / senses
- research life cycles of the human
- seeking patterns by gathering and recording data to help answer questions
- carry out fair tests using the question ' do all children have the same sized head?'
- observe changes over time within the human body

### As historians we will:

- Use a range of sources to find out about the prehistoric world
- Develop an understanding of the past and create timelines
- Use historical vocabulary to explain what we have learnt

### As geographers we will:

- Name and locate the seven continents and the world's oceans and identify where different dinosaurs were discovered
- Use world maps, atlases and globes

### As artists we will:

- Research Giuseppe Arcimboldo and recreate artwork in his style
- Create 3D sculptures
- Explore different textures

## Life Skills

In acquiring the skills of life we will:

- Work and learn collaboratively learning how to share, take turns.
- Handle conflict resolution and evaluate it.
- Be appropriately challenged in activities and independent skills

## Knowledge of the World

As we explore the world we live in we will:

- Find out about when and where dinosaurs lived
- find out about the different species of dinosaurs
- find out about diet and habitat of dinosaurs

## Problem Solving

As problem solvers we will:

- Use first hand and second hand sources to find out information.
- Work together on collaborative projects and activities.
- use problem solving across the curriculum, both indoors and outdoors.

## Designers and Artists

As designers/artists we will:

- Look at a variety of art materials to create Giuseppe Arcimboldo's picture Vortumnus
- Learn the process of manipulating and joining materials together
- explore 3D sculptures

# Topic Skills

## Learning across the curriculum

### Using Communication

- Organise what we say.
- Speak clearly.
- Ask questions to clarify understanding.
- Take turns in speaking when working in a small group and with a partner.
- Use language and actions to convey characters.
- Take different views into account.

### Using Mathematics

- Read and write 2-digit numbers.
- recognise numbers to 100
- count from any number both forwards and backwards to 100
- use problem solving skills in a range of situations
- understand place value to numbers to 100

### Using ICT

- Explore a variety of ICT tools.
- Retrieve information that has been stored.
- learn how to stay safe on the internet
- How to log on and shut down independently.
- Use the internet to research information.
- use iPads to record and take photographs
- Manipulate digital media

### Personal Development

#### Bronze

- I try new things when someone helps me.
- I give my best to one or two things I like doing.
- I need help to check I am doing the right things.

#### Silver

- When I'm pushed I try new things, taking opportunities that people give me.
- I usually give my best efforts, but not always.
- I mostly check that I am doing the right things.

#### Gold

- I enjoy new things and take opportunities wherever possible.
- I give my best effort to everything I do.
- I check that I am doing is what is required.

## Subject Key Skills

### History, Geography and Citizenship

#### History

- learn about different dinosaur species and the world they lived in
- create a timeline
- use a range of sources to find out information
- learn about Mary Jane Anning

#### Geography

- name the continents
- name and locate countries in UK

### Science and Design Technology

#### Science

- Think about what might happen before deciding what to do.
- Record our results.
- find out about our senses
- explore how we change as we grow

#### D&T

- look at different types of structures
- design and create a structure
- use appropriate joining techniques

### Art & Design, Music, Dance and Drama

#### Art & Design

- Work independently and collaborating with others on projects in 2d and 3d.
- Use a range of materials and processes (pencil, clay).
- explore colour mixing

#### Music

- Create repeating patterns in rhythm.
- Compose and perform our own dinosaur stomp
- Y2 – learn basic notes on the recorder

### PE and PSHE

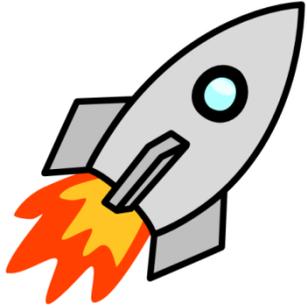
#### PE

- Explore basic actions and ideas with increasing understanding
- Remember and repeat actions with increasing control and coordination
- Ball skills/gymnastics
- Describe what they have done

#### PSHE

- Take and share responsibility for their own behaviour.
- Take part in discussions.
- Learn about the different roles that people used to have in society.

# Learning Journey



## Launch

Dinosaur egg discovery

## Milestones

Use books to research information about dinosaurs

Use a range of techniques in art to create our part of the big picture

To understand the role of the palaeontologist and how this has affected our understanding of how and when the dinosaurs lived

To use a range of sources confidently to find out about the past

## Land

Create stop-start animations with free-standing dinosaur structures



## Other things going on this term

- ❖ Book Fair
- ❖ Parents evenings
- ❖ Christmas concerts

# English, Maths and RE

## English

Information texts.

Topic themed writing.

Poetry.

Guided reading.

Work on grammar, punctuation and vocabulary.

Handwriting.

Phonics.

Opportunities for independent writing.

Phonics and Year 2 spelling rules



## Maths

Count to and across to 100 from any given number

Read and write numbers to 100 in numerals

Count in multiples of ten (2's, 5's and 10's)

Say one more or one less than a given number

Identify and represent numbers using objects and pictures

Use correct mathematical language (equals, fewer, more, less, most, least)

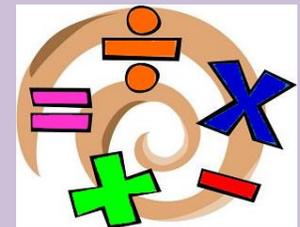
Read and write numbers to 20 in both numbers and words

Recognise and compare both 2D and 3D shapes.

Practically multiply, divide, add and subtract.

Apply all above knowledge into problem solving

(Following ABACUS planning)



## RE

Special stories for Christians and Muslims, Christmas gifts and giving