



Going Jurassic

KS1 - Significant People – Mary Anning	LKS2 - Rocks and Fossils	UKS2 - Evolution and Inheritance
<p>To understand the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To name and locate the world’s seven continents and five oceans.</p>	<p><i>Year 3/4 Working Scientifically</i></p> <p><i>To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i></p> <p><i>To describe in simple terms how fossils are formed when things that have lived are trapped within rock</i></p> <p><i>To recognise that soils are made from rocks and organic matter.</i></p> <p><i>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</i></p> <p><i>To understand and describe changes in Britain from the Stone Age to the Iron Age.</i></p>	<p><i>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i></p> <p><i>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i></p> <p><i>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p>
Early Learning Goals	Essential Experiences	Key Vocabulary
<p>Communication and language</p> <p>learning intentions</p> <ul style="list-style-type: none"> • Give attention to what others say Understanding • Answers ‘how’ and ‘why’ questions about their experiences Speaking • They use past and present forms accurately when talking about events that have happened. • They use present and future forms accurately when talking about events that are to happen in the future. 	<p>Adult initiated:</p> <ul style="list-style-type: none"> • Talk partners • Asking and answering questions • Question and answer time about dinosaurs 	<p>Dinosaur- extinct, plates, diet Dinosaur, looks, likes, eats, lives, big, small, spiky, scaly, tail, head, long, short, walks, herbivore, carnivore, dinosaur names, prehistoric, meat eaters excavate archaeologist, fossil, bones, past, present, scales,, huge, little, volcano, eggs, birth horns, club archaeologist palaeontologist</p>
<p>Physical Development Learning Intentions</p> <p>Moving & Handling</p> <ul style="list-style-type: none"> • They move confidently in a range of ways, safely negotiating space. • They handle equipment and tools effectively, including pencils for writing. <p>Health & Self Care</p> <ul style="list-style-type: none"> • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe 	<ul style="list-style-type: none"> • Fossil making using salt dough • healthy diet- Compare what dinosaurs ate to what we eat. Did they have a healthy diet? • Dinosaur making using playdough and pasta, eyes, pipe cleaners • Split pin dinosaurs • Art straw dinosaur skeletons 	



<p>Personal, Social and Emotional Development Learning Intentions Self-confidence and self-awareness • They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Managing Feeling & Behaviour • Take changes of routine in their stride. Making Relationships • They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>Key experiences • Discussions about dinosaurs • listening to each other when discussing dinosaurs • Friendship circle time • Show and tell</p>	
<p>Literacy Learning Intentions Reading • Children read and understand simple sentences • They use phonetic knowledge to decode regular words and read them out loud accurately Writing • Children use their phonic knowledge to write words in ways which match their spoken sounds</p>	<p>Key Experiences • Facts about dinosaurs • Digging for non-sense words on bones • Sequencing the story • Acting out different stories • Dinosaur puppets • Label the dinosaur/ dinosaur scene</p>	
<p>Mathematics Learning Intentions Numbers • Solve an addition number sentence • Solve a subtraction number sentence • Double (numbers to 5) • Can count backwards from 5-0, 10-0, 20-0 • Can count forwards to 20 Shape, Space & Measures Recognise, create and describe patterns • Children use everyday language to talk about time • Begins to use mathematical names for 2D shapes • Explore characteristics of and use mathematical language for everyday objects and shapes</p>	<p>Key Experiences • Digging for dinosaur bones – counting and ordering size • Ordering size/weight of dinosaurs • Digging for skeleton parts and putting it together like a jigsaw • Taking away bones – subtraction sums • Build a 2D shape dinosaur • Ordering dinosaurs / eggs • Dinosaur footprints and count length/size of footprints • Weighing and comparing dinosaurs • Dinosaur repeating patterns</p>	
<p>Understanding the World Learning Intentions People & Communities • They know about similarities and differences between themselves and others, and among families, communities and traditions The World • Talk about how the environment might vary from one another • Explain why some things occur</p>	<p>Key Experiences • Comparing the environments in different places – relate to where different dinosaurs lived and why • Why did the dinosaurs become extinct? • Fact finding about dinosaurs using a range of books and technology • Chipping dinosaurs out of ice in tray • Volcano making – in groups make then explore volcano</p>	

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<p>Technology • Recognises that a range of technology is used in places such as homes and schools</p>	<p>erupting • Learning what an archaeologist and Palaeontologist does.</p>	
<p>Expressive Arts and Design Learning Intentions Exploring and using media and materials • They safely use and explore a variety of materials, tools and techniques Being Imaginative • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p>	<p>Key Experiences • Dinosaur small world area both inside and out • Dinosaurs skeletons made from construction straws • egg box dinosaurs • Music – singing dinosaur stomp • Dinosaur dance • Dinosaur silhouette with watercolour background • Dinosaur stencils</p>	

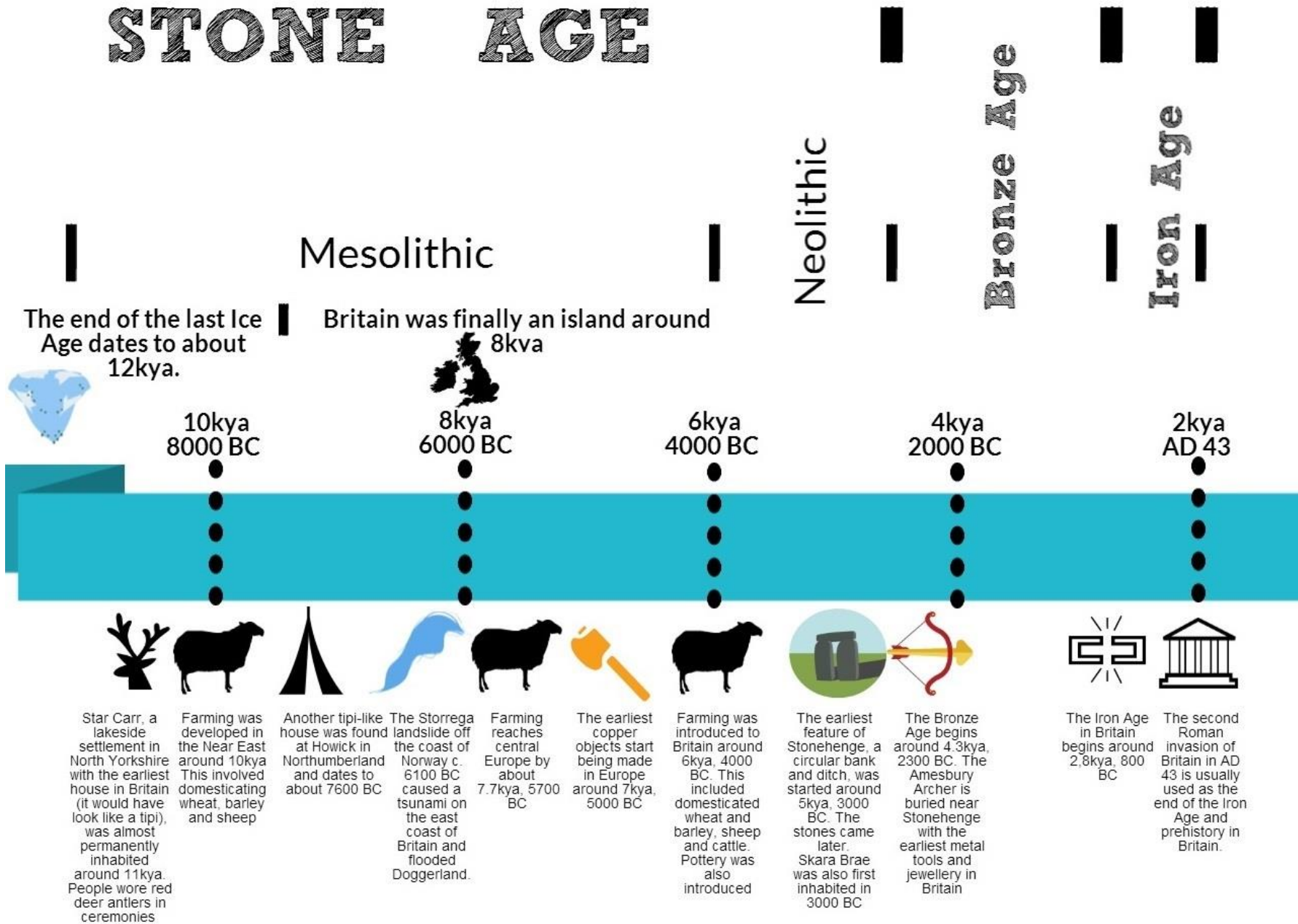
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STONE AGE



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