

Year 1&2: Dinosaur discoveries

Essential Learning:

By the end of this topic, you will have learned:

Enquiry Drivers:

Who was Mary Anning? Who was Richard Owen? What do you know about dinosaurs and fossils?

- Who Mary Anning and Richard Owen are and why they are significant
- When Mary Anning and Richard Owen were alive
- Why they are remembered today
- Why what they did was so special
- How people now and then find out about the past, in particular dinosaurs



Chronology

Fit people and events into a chronological framework.

Continuity and Change

Identify examples of growth and change over time.

Cause and Consequence

Recognise why actions and events happened.

Historical Vocabulary

Understand and use language related to the measurement of time.

Perspectives and Interpretations

Identify different ways in which the past is represented.

Similarities and Differences

Know about similarities and differences between societies, including beliefs.

Prior Learning:

How to use sources of evidence in history – Great Fire of London topic.
What it means to be a 'significant' person – Samuel Pepys.
Areas of the UK including coastlines.

Curriculum Enrichment:

Making fossils and dinosaur models
Role play palaeontology in sand area

Key Vocabulary: dinosaur, pre-historic, fossil, palaeontologist, scientist, Victorian

Unit Focus: History

NC: The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.

Children should:

- Use different sources of information to find out about the past
- Find out about the lives of significant people and events from the past and present
- Place events in chronological order
- Use common words and phrases related to the passing of time
- Ask and answer questions about the past
- Recognise why people did things and why events happened
- Use a wide vocabulary of everyday historical terms

Key Questions

Why do we remember Mary Anning? What did she do in her life that was so special? What sort of person was she that helped her succeed in a man's world? How do we know about Mary's actions which happened so long ago? What do we know about other scientists/palaeontologists e.g. Richard Owen (born in Lancaster in 1804, invented the word dinosaur)? How have we found out about dinosaurs?

Sources and Evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of historical paintings and drawings, diaries, maps, photographs, digital resources and other materials.

Resources

[Who was Mary Anning? - BBC Bitesize](#)

[Dinosaurs and fossils | Natural History Museum \(nhm.ac.uk\)](#)

[Dinosaurs. 1: Mary Anning - BBC Teach](#)

[BBC One - Walking with Dinosaurs - Clips](#)

Science

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Learning:

Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.

All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.

Good hygiene is also important in preventing infections and illnesses.

Suggested teaching sequence:

- Ask people questions and use secondary sources to find out about the life cycles of some animals.

Geography

NC:

Where in the UK have there been dinosaur discoveries?

Art

Digital Media (Sculpture)-

Pupils should be taught:

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to use a range of materials creatively to design and make products

Dinosaurs – 2D to 3D cardboard models

Dinosaur eggs - papier mache



<https://www.tts-group.co.uk/blog/2016/10/06/papier-mache-dragon-egg.html>

Digital dinosaur picture – greetings cards



- Observe animals growing over a period of time e.g. chicks, caterpillars, a baby. (e.g. Grow your own Butterfly)
- Ask questions of a parent about how they look after their baby – interview a parent with a baby, visit in school
- Ask pet owners questions about how they look after their pet interview a vet, visit in school
- Explore the effect of exercise on their bodies – PE link
- Classify food in a range of ways, including using the [Eatwell Guide](#).
- Investigate washing hands, using glitter gel – school nurse visit

Resources/Useful links

[Animals, including humans \(Y2\) | PLAN \(planassessment.com\)](#)

Download this from Shared Drive for your unit

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Music

Music Specialist
 Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.

Musicianship
Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance E.G. Stepping (e.g. Mattachins from Capriol Suite by Warlock), Jumping (e.g. Trepak from The Nutcracker by Tchaikovsky) Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).

Y2: Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Understand that the speed of the beat can change, creating a faster or slower pace (tempo)

	<p>Rhythm Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Y2: Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point.</p> <p>Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>
<p>Computing/ICT</p>	<p>PSHE</p>
<p>Online bullying NC: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>See following link for appropriate resources: Search and Access Resources ▶ Strand ▶ Online Bullying ProjectEVOLVE</p> <p><i>Please use the unit to identify the required starting point for your class</i></p> <p>Possible outcomes:</p> <ul style="list-style-type: none"> • Identify some characteristics that are typical of bullying behaviour (online and offline) • Consider the motives behind bullying behaviour. • Show awareness of the range of emotions that people involved in a bullying situation may feel. • Identify who they can turn to for help and support. • Recognise some sources of support in different contexts (e.g. school, home, online). • Understand why people sometimes don't ask for help when being bullied. 	<p>My Body (2) - 6 lessons Value – Self-Belief</p> <p>Science Link: (Y1 National Curriculum) <i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense; (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body party (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. (Y2 National Curriculum) Notice that animals, including humans, have offspring which grow into adults; Find out about and describe the basic needs of animals, including humans, for survival (water, food and air); (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans; (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p> <p>English Link (Y1 National Curriculum) <i>Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written</i></p>

	<p><i>to check that it makes sense. (Y2 National Curriculum) Develop positive attitudes towards and stamina for writing by writing for different purposes;</i></p> <p>Inside my wonderful body! (Y1) LO: Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. (Statutory)</p> <p>Taking care of a baby (Y1) LO: Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. (Statutory)</p> <p>Then and now (Y1) LO: Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. (Statutory)</p> <p>Keeping privates private (Y1) LO: Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. (Statutory)</p> <p>You can do it! (Y2) Value Link LO: Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</p> <p>Haven't you grown! (Y2) LO: Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages</p>
R.E.	Cross-curricular Maths:
<p>Judaism Why might some people put their trust in God? Coverage:</p> <ul style="list-style-type: none"> • God's Promise • Noah • Abraham • Trusting in God 	<p>Measurement: length – measure different dinosaur footprints in non-standard and standard units of measure and compare lengths.</p> <p>(Link with Spr 2, Week 1)</p>

