

Dinosaurs : Cross-Curricular Topic : Year 1/2

English

- 1 Come to Dino World! - To write persuasively to encourage visitors to come to a new dinosaur park designed by the children.
- 2 Is bringing dinosaurs back to life a good idea? To write persuasively to convince others of their point of view.
- 3 Let's go back in time! Children get into Professor Proton's time machine and produce setting descriptions of the prehistoric settings they discover.

- writing for different purposes
- evaluating their writing with the teacher and other pupils
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- using question marks correctly

DT

- 1 Designing and making a moving dinosaur picture with a lever.
- 2 Designing and making a pop-up dinosaur picture.

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

PE

- 1 Create movements to represent different dinosaurs.
- 2 Combine movements and levels into a dinosaur dance.

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Dinosaurs

A KS1 cross-curricular topic for Year 1 and 2

Art

- 1 Using printmaking to make a dinosaur picture.
- 2 Creating a dinosaur picture in the style of Dmitry Bogdanov.
- 3 Creating an observational drawing of a dinosaur fossil.

- 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
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- to use drawing to develop and share their ideas, experiences and imagination

Science

- 1 To name, group and sort dinosaurs.
- 2 To find out about the life cycle of a dinosaur.
- 3 To use sources to ask and answer questions.

- asking simple questions and recognising that they can be answered in different ways
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

History

- 1 What was life like when Mary Anning was alive?
- 2 The life and discoveries of Mary Anning.
- 3 The legacy of Mary Anning.

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

PSHE

- 1 To recognise the sensation of worry and develop strategies to regulate emotions.

- recognise worries
- become familiar with the sensation of worry in our body
- develop age-appropriate strategies to regulate emotions

Geography

- 1 Locate the best places in the UK to find or see dinosaur fossils.
- 2 Use compass directions to help a palaeontologist find the hidden fossils!

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Dinosaurs

Teacher's Topic Planner

Maths

Computing
1 Lesson

Art

PlanBee

DT

PE

2 Lessons

PlanBee

Music

English
6 Lessons

PlanBee

Science
3 Lessons

PlanBee

History

PlanBee

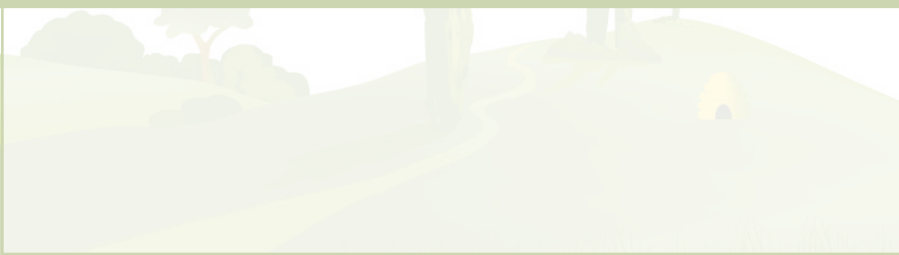

Geography

PlanBee

RE

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Teacher's notes:

History	Science
Art	English
PSHE	Geography
DT	PE
	

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out what life was like in Georgian England and what people knew about dinosaurs at this time.	In this lesson, children learn that when Mary Anning was born in Georgian times, no one knew about dinosaurs. They learn how life at this time was different to our modern lives today. They predict what Mary Anning did in her lifetime which improved people's knowledge and understanding of dinosaurs.	<ul style="list-style-type: none"> Do children understand that people haven't always known about dinosaurs? Do children know some early theories about fossils? Can children explain some of the ways in which life was different in Georgian Britain to today? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Then and Now Cards 1A/1B/1C Picture Cards (FSD? activity only) Dinosaur Cards (FSD? activity only)
Lesson 2	To find out about the life of Mary Anning.	In this lesson, children find out about the life and discoveries of Mary Anning. They order events from her life on a timeline. Children also learn how, despite her incredible discoveries and becoming famous in the scientific community, it took her a long time to get the credit she deserved.	<ul style="list-style-type: none"> Do children know who Mary Anning was and when she lived? Do children know the main events of Mary Anning's life? Can children sequence the events of her life correctly? 	<ul style="list-style-type: none"> Slides Sequence Cards 2A/2B Worksheet 2A/2B Information Sheet Template Sheet Event Sheet (FSD? activity only) Dressing up clothes/props - optional (FSD? activity only)
Lesson 3	To explore Mary Anning's legacy.	The focus of this lesson is the impact Mary Anning's discoveries had on people's understanding of dinosaurs and the ways in which she has been remembered. For example, they learn how some of her fossils are on display in the Natural History Museum in London and how a statue of her has been erected in her home town of Lyme Regis.	<ul style="list-style-type: none"> Can children recall the main events of Mary Anning's life? Do children understand why Mary Anning is important? Can children explain that impact Mary Anning had on the history of palaeontology? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Timeline Cards (FSD? activity only)

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ENGLISH				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To plan and write a persuasive piece of writing with key features.	This lesson starts with a mysterious envelope that has arrived for the children to open. Inside is a letter from the owner of a company which designs and makes theme parks. Can the children help design and market a brand new dinosaur-themed park? After reading a model persuasive text and identifying the key features, children will write their own persuasive text to persuade visitors to come to the dinosaur park they have designed.	<ul style="list-style-type: none"> Can the children identify the key features of persuasive writing? Can the children plan persuasive writing with key features? Can the children write a piece of persuasive writing with key features? 	<ul style="list-style-type: none"> Slides Map Sheet 1A/1B/1C Planning Sheet 1A/1B/1C Word Bank Dinosaur Writing Sheet
Lesson 2	To write a persuasive argument with key language features.	In this lesson, children will meet Professor Proton who has found a way to use dinosaur DNA to bring dinosaurs back to life! Is it a good idea or not? After exploring for and against arguments the children read a model text and identify key features of persuasive writing. Children then write their own persuasive writing to convince others of their point of view.	<ul style="list-style-type: none"> Can the children identify the key features of persuasive writing? Can the children write persuasively using the key language features? Can the children evaluate their own and each other's persuasive writing in relation to the key language features? 	<ul style="list-style-type: none"> Slides Word Bank Writing Frame 2A/2B/2C Poster Sheet 2A/2B/2C
Lesson 3	To write a description of a setting.	Professor Proton has been busy again and has designed a time machine that can take us back to the time of the dinosaurs! Children get in the time machine and visit some incredible prehistoric settings. They read model descriptions of them and identify the features of good setting descriptions. Children then write their own and evaluate their successes at the end of the lesson.	<ul style="list-style-type: none"> Can the children identify the key features of descriptive writing? Can the children develop interesting expanded noun phrases and similes? Can the children produce a detailed setting description with key features? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Word Bank Time Machine Sheet (FSD? activity only) Worksheet 3D (FSD? activity only)

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SCIENCE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To name, group and sort dinosaurs.	In this lesson your class will think about how what we 'know' about dinosaurs has changed over time. Your class will think about the primary sources we have to teach us about dinosaurs and why this makes knowing what they looked like challenging. They will then name, group and sort a variety of dinosaurs and talk about their features.	<ul style="list-style-type: none"> Can children sort dinosaurs by their features? Can children explain their sorting criteria? Can children think of their own sorting criteria? 	<ul style="list-style-type: none"> Slides Dinosaur Images (teaching input only) Worksheet 1A/1B/1C Dinosaur Cards 1A/1B Sorting Suggestion Cards (FSD? activity only) Footprint Cards (FSD? activity only)
Lesson 2	To find out about the life cycle of a dinosaur.	This lesson begins by recapping animal classes and encouraging your children to think about which class of animals dinosaurs were. They will then look at the life cycle of a dinosaur and compare it to the life cycle of another reptile. This lesson encourages your class to make connections, think scientifically and use scientific language.	<ul style="list-style-type: none"> Can children talk about the stages of a dinosaur life cycle? Can children order the stages of a dinosaur life cycle? Can children compare different life cycles? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Life Cycle Cards 2A/2B/2C Worksheet 2D (FSD? activity only)
Lesson 3	To use sources to ask and answer questions.	This lesson encourages your class to ask, and answer, questions about dinosaurs using picture sources. They will recap what questions are before thinking of as many questions as they can for each picture source. This lesson ends by covering theories of when and why the dinosaurs became extinct.	<ul style="list-style-type: none"> Do children know what questions are? Can children think of questions related to their source? Can children answer questions using a source? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Prehistoric Animal Picture Cards (FSD? activity only)



Dinosaurs : Cross-Curricular Topic : Year 1/2

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use maps to locate good places for finding or seeing dinosaur bones in the UK.	In this lesson, children will find out about some of the best places in the UK to find or see dinosaur fossils including the Jurassic Coast, the Isle of Wight and the Natural History Museum in London. They locate these and others on a map of the UK and will also learn to name and locate the four countries that make up the United Kingdom and their capital cities.	<ul style="list-style-type: none"> Can the children name and locate the four countries that make up the UK and their capital cities? Can the children name and locate the seas around the UK? Can the children name and locate some key places in the UK for finding / seeing dinosaur bones? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Help Sheet Map Sheet (FSD? activity) Worksheet 1D (FSD? activity)
Lesson 2	To use compass directions to navigate around a map.	This lesson teaches your class about what a palaeontologist does and how dinosaur fossils were formed millions of years ago. They then use the four compass directions to describe routes to help a palaeontologist character find hidden fossils on a map.	<ul style="list-style-type: none"> Can the children name the four compass directions? Can the children use the four compass directions to describe a route on a map? Can the children follow a route on a map using the four compass directions? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Map Sheet 2A/2B/2C Palaeontologist cut-out Route Cards (FSD? activity only) Map Sheet 2D (FSD? activity only)

Dinosaurs : Cross-Curricular Topic : Year 1/2

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To design and make a moving dinosaur picture with a lever.	In this lesson, children will look at real-life examples of lever mechanisms such as seesaws and scissors. They will then learn how to make a moving dinosaur picture with a simple lever mechanism. Your class will then design and make their own version before evaluating their learning at the end of the lesson.	<ul style="list-style-type: none"> Can the children identify examples of levers and pivoting points? Can the children produce a labelled design for a moving picture? Can the children make a simple lever using card and a split pin? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C White card, split pins, colouring pencils, marker pens (optional but will make the pictures pop!)
Lesson 2	To design and make a pop-up dinosaur picture.	In this lesson, children will read the story 'Tyrannosaurus Drip' by Julia Donaldson and David Roberts. They will predict what the dinosaur in the unhatched egg will look like. Then, children learn how to make a pop-up picture of a dinosaur egg that opens to reveal a baby dinosaur hatchling! Children will then design and make their own version.	<ul style="list-style-type: none"> Can the children make a simple prediction? Can the children produce a labelled design for a pop-up picture? Can the children make a simple pop-up mechanism by folding card? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C 'Tyrannosaurus Drip' by Julia Donaldson and David Roberts (not included) White card, colouring pencils, marker pens (optional but will make the pictures pop!) How to make a Spring Picture Instructions (FSD? activity only)

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PE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To create different movements for different kinds of dinosaurs.	This lesson challenges your class to create on-the-spot and travelling movements based on dinosaurs they know. They can be challenged to guess which dinosaur is being represented by a movement. Alternatively, use the fun story 'Stomp, Dinosaur, Stomp!' to inspire your class's dinosaur's movements.	<ul style="list-style-type: none"> Can children think of a stationary movement to represent a dinosaur? Can children think of a travelling movement to represent a dinosaur? Can children perform their movements? 	<ul style="list-style-type: none"> Slides Picture Cards 1A Optional: Camera/tablets 'Stomp, Dinosaur, Stomp!' by Margaret Mayo and Alex Ayliffe (FSD? activity only)
Lesson 2	To combine movements and levels into a dinosaur dance.	This lesson asks your class to take the movements they thought of in the previous lesson and create a dance from them. They are challenged to think about the levels of their movements and how it can add to the representation of their chosen dinosaurs.	<ul style="list-style-type: none"> Can children move at different levels around the room? Are children able to link an on-the-spot movement with a travelling movement? Are children able to link movements on different levels? 	<ul style="list-style-type: none"> Slides Challenge Card 2A/2B/2C Dinosaur Cards 2A Dinosaur Cards 2B (FSD? activity only)

PSHE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To recognise the sensation of worry and develop strategies to regulate emotions.	Using the book 'The Worrysaurus' by Rachel Bright, as a stimulus, your class will be encouraged to think about what a worry feels like in their body. They are challenged to discuss the strategies Worrysaurus uses to feel safe and manage his worries.	<ul style="list-style-type: none"> Can children recognise what worries feel like? Can children talk about worries? Can children use strategies to help them co- and self-regulate when they feel worried? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Positive Affirmations Card Butterfly Template (FSD? activity only) Arts materials (FSD? activity only)

Dinosaurs : Cross-Curricular Topic : Year 1/2

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use printmaking to make a dinosaur picture.	In this lesson, children design and make their own dinosaur printing block from polystyrene. They then use this with rollers and printing inks to print with on a large sheet of paper to create a repeating image. Alternatively, children could make a different printing block using sponge cloths, card and PVA glue.	<ul style="list-style-type: none"> Can the children design a block print and explain which design is their favourite? Can the children use printmaking to create a printed image with precision and control? Can the children reflect on their learning and identify targets to work on? 	<p>Slides</p> <p>Printing rollers, roller trays, printing ink, newspaper / table coverings, aprons, paper</p> <p>Design Page 1A/1B/1C</p> <p>Sponge cleaning cloths, scissors and glue (FSD? activity only)</p>
Lesson 2	To create a picture in the style of Dmitry Bogdanov.	In this lesson, children look at the work of artist Dmitry Bogdanov. They discuss his dinosaur paintings and identify similarities between them. Children then design and make their own piece of artwork in the style of Bogdanov.	<ul style="list-style-type: none"> Can the children use artistic vocabulary to talk about artwork? Can the children identify the key features of Bogdanov's dinosaur paintings? Can the children create a new piece of art in the style of Bogdanov? 	<p>Slides</p> <p>Design Page 2A/2B/2C</p> <p>Your choice of art materials (could be paints, oil pastels, crayons) and paper</p> <p>Painting Cards (FSD? activity only)</p>
Lesson 3	To create an observational drawing of a fossil.	After a warm-up activity in which children collect observational drawings of patterns they can see around them, children will learn how to make a close observational drawing of a triceratops skull. Children learn how to use marks on the page to create texture and also how to add shading.	<ul style="list-style-type: none"> Can the children identify patterns and draw them accurately? Can the children draw accurately from observation? Can the children evaluate each other's artwork? 	<p>Slides</p> <p>Observation Sheet</p> <p>Observational Drawing Sheet or sketchbooks</p> <p>Drawing Skills Target Cards (A/B/C)</p> <p>Pencils (HB)</p> <p>Graded pencils</p> <p>Collage materials (FSD? activity only)</p>