

Subjects	Objectives	Key Knowledge	Key Vocabulary	Skills	Activities/ Tasks
History (Understanding the World)	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>To know that dinosaurs lived a very long time ago.</p> <p>To know that dinosaurs are extinct.</p> <p>To know that this happened in the past before they were born and before their parents and grandparents.</p> <p>To know that this was a very important event for the world.</p>	<p>Nursery Dinosaur Past Sort Same different</p> <p>Reception Geologist Century Discovery Fossils Time line Extinct</p>	<p>Chronological understanding</p> <ul style="list-style-type: none"> Children talk about past and present events <p>Interpretations of history</p> <ul style="list-style-type: none"> Children talk about past and present events <p>Historical enquiry</p> <ul style="list-style-type: none"> Children develop their own narratives and explanations by connecting ideas or events. 	<p>To look at a time line and begin to understand how long-ago dinosaurs lived.</p> <p>To talk about how dinosaurs were discovered and how long ago it was.</p> <p>To look at how dinosaurs were discovered (bones/fossils)</p> <p>Make fossils in sand, play dough and clay.</p> <p>To look at documentaries about the discovery of dinosaurs.</p>
Geography (Understanding the World)	<ul style="list-style-type: none"> Draw information from a simple map. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>To know that we live on a planet called Earth.</p> <p>To know that different parts of the world have different characteristics.</p> <p>To know that dinosaurs were suited to different kinds of environments.</p>	<p>Nursery Earth Land Ocean Sea Water Air Hot Cold</p> <p>Reception Similar Different Environment Process Globe Features habitat</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> Children are encouraged to talk about the features of their own immediate environment and how environments might vary from one another. Children develop their own narratives and explanations by connecting ideas or events <p>Map Knowledge</p> <ul style="list-style-type: none"> Talk about the features of their own immediate environment and how environments might vary from one another. 	<p>Look at a globe looking at the different features.</p> <p>Where did the different types of dinosaurs live?</p> <p>How are these features different to where they live?</p> <p>Match dinosaurs to their environment</p>
Science (Understanding the World)	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their 	<p>To know that dinosaurs were once living.</p> <p>To know that there were different types of dinosaurs and these were grouped.</p> <p>To know the common grouping for dinosaurs.</p>	<p>Nursery Food Meat Plants Long</p>	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Comment and asks questions about aspects of their familiar world Show curiosity about objects, events and people 	<p>Group dinosaurs.</p> <p>Sort dinosaurs looking at features, habitats, diets, how they move, whether they are fast or slow etc.</p> <p>Create non-fiction fact files.</p>

	<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Recognise some environments that are different to the one in which they live. 	<p>To know that dinosaurs need to live in different environments to survive. To know that people who discovered dinosaurs were called geologists. To know some of the things that were discovered to prove that dinosaurs existed. To know that dinosaur fossils and evidence can be seen in museums. To know that a fossil once contained the remains of a dinosaur.</p> <p>To know that there are seasons and that changes happen with the season changes. To know that the senses are useful and give us information</p>	<p>Short Fast Slow Heavy Fossil</p> <p>Reception Herbivore Omnivore Carnivore Groups Extinct Discovered Evidence Explore Features Observation</p>	<ul style="list-style-type: none"> • Question why things happen • Choose the resources they need for their chosen activities: <p>Testing, Measuring & Recording</p> <ul style="list-style-type: none"> • Use senses to explore the world around them. • Handle equipment and tools effectively. • Find ways to solve problems • Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and solve problems. <p>Concluding</p> <ul style="list-style-type: none"> • Make links and notice patterns in their experience • Develop their own narratives and explanations by connecting ideas or events • Talk about why things happen and how things work. 	<p>Create own dinosaur fossils using prints, sand, clay and playdough. Have our own archaeological dig to find some bone fossils. Experience virtual museums. Read Bumpus, Jumpus Dinosaur Rumpus Create own Rumpus - a diplodocus dance and then create a TRex dance. Read Harry and the bucketful of Dinosaurs – learn some dinosaur names.</p> <p>Spring Walk – observing changes in the school grounds. Record changes at Spring time.</p>
<p>Art (Expressive Arts and Design)</p>	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Explore different materials freely in order to develop their ideas about how to use them and what to make. • Draw with increasing complexity and detail such as representing a face with a circle and including details. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. 	<p>To know tools and resources can be used to join and adjust materials. To know resources can be used to represent ideas and objects. To know that different types of textures can be used to create pieces of art work. To know how to make a print in a malleable material.</p>	<p>Nursery Model Join Make Glue Press Print Decorate Draw</p> <p>Reception Technique Creation Materials</p>	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. • They represent their own ideas, thoughts and feelings through design and technology. <p>Painting</p> <ul style="list-style-type: none"> • Children show an interest in a range of paintings and sculptures, trying to recreate some of them. • Children develop the skills needed to paint e.g. they are able to mix some colours. • Children can use simple skills when painting a picture or making a model e.g. • They know how to stop the paint from dripping. • Children begin to mix the colours they need when painting a picture. <p>Form (Sculpture)</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. 	<p>Create large footprints outdoors. Design and make 3-D dinosaurs, using a range of materials and techniques. Dinosaur skin printing- look at different patterns on the dinosaurs. Draw different dinosaur shapes and patterns. Create dinosaur shapes using playdough and plasticine. Create fossils using clay. Draw and colour pictures of dinosaurs. Make dinosaur lands and worlds. Create own dinosaur stomps. Create Mother’s Day cards. Decorate Easter Eggs. Easter crafts - Easter cards Spring crafts.</p>

Topic: Dinosaurs

Durham Lane Primary School: Topic Planning
Term: Spring 2 Year A Class: Nursery & Reception

Teacher: Mrs Guest & Mrs Khan

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| <ul style="list-style-type: none">• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.• Develop their own ideas and then decide which materials to use to express them.• Join different materials and explore different textures. | | | <ul style="list-style-type: none">• Uses simple tools and techniques competently and appropriately.• Selects appropriate resources and adapts work where necessary <p>Printing</p> <ul style="list-style-type: none">• To use simple techniques appropriately.• To explore a variety of techniques. | |
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