

Dinosaur Planet Year One Medium Term Plan— Summer (1) 2018

Skills/objectives	Possible contexts for teaching/using and applying in this theme
<p>EnS&L *Listen and respond appropriately to adults and their peers. *Ask relevant questions to extend their understanding and knowledge *Articulate and justify answers, arguments and opinions. *Speak audibly and fluently. *Participate in discussions, role play and improvisations</p> <p>EnR Pupils should be taught to: *Apply phonic knowledge and skills as the route to decode words * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes *Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word *Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings *Read other words of more than one syllable that contain taught GPCs *Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) *Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words *Re-read these books to build up their fluency and confidence in word reading. Develop pleasure in reading, motivation to read, vocabulary and understanding by: *Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently *Being encouraged to link what they read or hear read to their own experiences *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognising and joining in with predictable phrases *Learning to appreciate rhymes and poems, and to recite some by heart *Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: *Drawing on what they already know or on background information and vocabulary provided by the teacher *Checking that the text makes sense to them as they read and correcting inaccurate reading *Discussing the significance of the title and events *Making inferences on the basis of what is being said and done *Predicting what might happen on the basis of what has been read so far *Participate in discussion about what is read to them, taking turns and listening to what others say *Explain clearly their understanding of what is read to them.</p> <p>EnW Pupils should be taught to spell: *Words containing each of the 40+ phonemes already taught *Common exception words *The days of the week *Naming the letters of the alphabet in order *Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: *Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs *Using the prefix un- *Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] *Apply simple spelling rules and guidance, as listed in English Appendix 1 *Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far *Sit correctly at a table, holding a pencil comfortably and correctly *Begin to form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters *Form digits 0-9 *Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these -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 to check that it makes sense *Discuss what they have written with the teacher or other pupils *Read aloud their writing clearly enough to be heard by their peers and the teacher -Develop their understanding of the concepts set out in English Appendix 2 by: *Leaving spaces between words *Joining words and joining clauses using and *Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Learning the grammar for year 1 in English Appendix 2 *Use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Literacy reading: Dear Dinosaur by Nicola O'Byrne Harry and the bucketful of dinosaurs by Ian Whybrow Dinosaurs love underpants by Claire Freedman and Ben Cort The dinosaur that pooped a planet by Tom Fletcher and Dougie Poynter Captain Flinn and the pirate dinosaurs by Giles Andreae and Russell Ayto Tyrannosaurus Drip by Julia Donaldson</p> <p>Guided reading: At the beginning of the half term children will be introduced to their new topic of Dinosaurs by hearing the story of 'Dear Dinosaur' by Nicola O'Byrne during Literacy lessons. Within guided reading children will be given their own letter from a dinosaur and will need to retrieve information from the letter. Guided reading sessions will then move on to dinosaur non-fiction books for the rest of the term. Children will learn about the layout of a non-fiction book and how to use such features as the contents. Children will learn how to retrieve information from a non-fiction book.</p> <p>Fiction linked to literacy: *Dear Dinosaur by Nicola O'Byrne</p> <p>Non-fiction books based around dinosaurs: *DK Dinosaur A to Z by Dustin Growick *Little kids first big book of Dinosaurs by National Geographic kids *There's a T-Rex in town by Aleksei Bitskoff and Ruth Symons</p> <p>Writing: *Letter writing *Using question marks and exclamation marks *Writing a recount *Using prefixes and suffixes *Creating sentences to retell a story and form short narratives</p>

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<p>Number</p> <p>Pupils should be taught to: *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *Given a number, identify one more and one less *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *Read and write numbers from 1 to 20 in numerals and words *Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs *Represent and use number bonds and related subtraction facts within 20 *Add and subtract one-digit and two-digit numbers to 20, including zero *Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$. *Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. *Recognise, find and name a half as one of two equal parts of an object, shape or quantity *Recognise, find and name</p>	<p>*Partitioning numbers into tens and ones. *Begin to understand three digit numbers and partitioning hundreds, tens and ones *Adding and subtracting numbers using dienes and number lines. *Finding ten more/less than a number *Finding more than/less than using the symbol > or < *Introduction to word problems that involve multiplication and division *Read and drawing arrays when dealing with multiplication problems *Using drawing to find the answer to division problems *Reading and writing fractions *Finding fractions of a quantity including half and quarter of an amount</p>
<p>Measurement</p> <p>-Compare, describe and solve practical problems for: *Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] *Mass/weight [for example, heavy/light, heavier than, lighter than] *Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] *Time [for example, quicker, slower, earlier, later] -Measure and begin to record the following: *Lengths and heights *Mass/weight *Capacity and volume *Time (hours, minutes, seconds) *Recognise and know the value of different denominations of coins and notes *Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] *Recognise and use language relating to dates, including days of the week, weeks, months and years *Tell the time to the hour and half past the hour and draw the hands on a clock</p>	<p>*Reading analogue times, recognising O'clock and half past times by reading and drawing hands onto a clock *Begin to recognise and read quarter past/quarter to times *Children will discuss how many minutes are within an hour and recognise the purpose of each hand on a clock</p>
<p>Geometry</p> <p>-Recognise and name common 2-D and 3-D shapes, including: *2-D shapes [for example, rectangles (including squares), circles and triangles] *3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. *Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>*Children will use co-ordinates to describe positions of a grid *Children will use directional language including left/right to direct objects *Describe turns when directing objects to move *Recognising fractions of a shape *Children will learn to read tally charts and bar graphs and will collect their own data *Naming and finding the properties of 2D and 3D shapes</p>

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<p><u>Science</u></p> <ul style="list-style-type: none"> *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *Identify and describe the basic structure of a variety of common flowering plants, including trees *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 <p>Science BIF objectives that will be focused on:</p> <ul style="list-style-type: none"> *Collect evidence *Ask questions *Use first-hand experience and simple information sources *Make predictions *Communicate what happened *Make simple comparisons and identify simple patterns *Compare what happened with what they expected would happen <p><u>History</u></p> <ul style="list-style-type: none"> *Events beyond living memory that are significant nationally or globally *The lives of significant individuals in the past who have contributed to national and international achievements <p><u>Geography</u></p> <ul style="list-style-type: none"> *Use world maps, atlases and globes *Name and locate the seven continents and five oceans 	<p><u>Science:</u></p> <ul style="list-style-type: none"> *Learning about plants that would have existed during the time of dinosaurs and discovering if any of those plants still exist *Name common plants that exist today and would have existed in pre-historic times *Recognise the similarities between dinosaurs and animals today including if they are similar to today's reptiles, amphibians, birds, mammals, fish etc. *Look at the shape of dinosaur teeth and how they differ. Recognise if the dinosaur would have been a carnivore, omnivore or herbivore *Compare different dinosaurs and their structure. Compare the structure of a dinosaur to animals that exist today. *Compare a dinosaur's foot length and structure to a human. Walk like a dinosaur comparing stride length. *Children will learn the terms predator and prey and what these terms mean <p>Science BIF:</p> <p>Practical experiments where children are given the opportunity to explore their own ideas and follow their curiosity.</p> <p><u>History</u></p> <ul style="list-style-type: none"> *Learn who Mary Anning was and why she is remembered, children will learn about her contribution to our knowledge of dinosaurs <p><u>Geography</u></p> <ul style="list-style-type: none"> *Recognise where different dinosaur fossils have been found using maps, atlases and globes *Understand the difference between continents and countries, learn the continent song and be able to identify the continents on a map *Link dinosaurs that could swim to the names of the world's oceans *Learn about other animals that have become extinct such as the dodo. Recognise on a map where these animals came from and discuss what has made them extinct. Recognise an endangered species from each continent.

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<p><u>D&T</u> *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology *Select from and use a range of tools and equipment to perform practical tasks *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics *Evaluate ideas and products against design criteria *Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><u>Art</u> *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p><u>Computing</u> *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *Create and debug simple programs *Use logical reasoning to predict the behaviour of simple programs</p> <p><u>Music</u> *Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>D&T</u> *Create a dinosaurs habitat *Build a dinosaur egg nest. Can you build a nest that will hold the size of dinosaur eggs and withstand windy weather? Use only materials found outside. Will the nest be safe from predators?</p> <p><u>Art</u> *Create a sculpture of a dinosaurs tooth to identify what the dinosaur would have eaten *Create a sculpture of a dinosaur focusing on its structure *Draw and paint a Jurassic scene whilst looking at real life plants that would have been seen during Jurassic times *Draw plants that would have been similar to Jurassic times</p> <p><u>Computing</u> *Continue to use beebots to understand and debug algorithms *Use purple mash to further understand creating and debugging programs</p> <p><u>Music</u> *Continue Charanga scheme of work. *Listen to Jurassic inspired sounds and create music based around this idea</p>