

As **geographers**, we will...

- Discover where dinosaur fossils and bones were/are mainly discovered.
- Find out how dinosaurs roamed the Earth.
- Research where dinosaurs have been found and identify places on a world map.
- Identify the countries and continents of the world.

As **scientists**, we will

- Sort and group dinosaurs by identifying their similarities and differences
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Recognise and describe the family groups of dinosaurs.
- Learn that dinosaurs were integral to, and adapted to, their environments.
- Learn about the terms Carnivore, Herbivore or Omnivore and what they mean.
- Learn about what fossils are and how they are made.
- Learn the names of dinosaurs.

As **Musicians**, we will...

- Improvise and compose our own music.
- Use our voice and musical instruments with increasing accuracy and expression.

As **writers**, we will...

- Write fact files about different types of dinosaurs.
- Write descriptions of dinosaurs and their characteristics.
- Write about a prehistoric adventure.
- Write information leaflets about the different theories of the extinction of the dinosaurs.
- Write persuasive letters to scientists who are trying to bring back the dinosaurs - is this a good idea?
- Create timeline including facts.

As **mathematicians**, we will...

- Sort dinosaurs using Venn diagrams e.g. wings, tails, if they can fly, if they are plant, meat eaters
- Talk about, compare and order dinosaurs according to size and weight. Sort dinosaurs according to different criteria.
- Use bar graphs and pictograms to identify our favorite types of dinosaurs.

In **PE**, we will

- Take part in 10 minutes of daily exercise to continue to build on creating healthy habits.
- Consider how different dinosaurs might move and work in pairs and small groups to create a dinosaur dance using a range of simple motifs.
- Imagine we are dinosaurs going under and over equipment using co-ordination, balance and control.

As **global citizens**, we will...

- Find out about fossil fuels and the process of fossilisation
- Investigate and explore renewable energy and discuss the impact and benefits of them.
- Discuss the effects of fossil fuels on global warming and climate change.

# 'Footprints of the Past'

## Spring Term 2021

### Year 1

In **ICT**, we will...

- Collect information from a range of sources.
- Use Beebots to begin to understand what an algorithm is, how they are implemented as programs on digital devices, and how they move by following a sequence of instructions.
- Learn to understand the importance of password safety.
- Learn how to use the computers in school and log in and out of devices using their own passwords, including Seesaw.

As **historians**, we will...

- Understand the difference between past and present and that dinosaurs lived millions of years ago.
- Order dinosaur and current events to highlight differences in time.
- Be able to explain why Mary Anning is a significant individual and learn about her achievements.
- Create timelines.

As **artists and designers**, we will...

- Closely observe fossils and explore the lines and shapes created to make sketches using a range of drawing materials.
- Create our own fossils and bones using modelling clay and imprints.
- Use printing techniques to make prints and repeating patterns with our fossils.
- Learn how to draw dinosaurs and their features.
- Use different materials to create dinosaur images including pastels, charcoal and paint.

As **linguists**, we will...

- Ask simple questions about the prehistoric past and changes.
- Develop our own narratives and explanations by connecting ideas or events.
- Answer 'how' and 'why' questions about experiences and in response to stories and events.