

## The Jurassic Forest



**Key Stage 1**

Autumn Term 2017

### Successful Learners

#### Areas of Learning

As **historians**, we will be studying the life of a significant person from the past: Mary Anning. She found dinosaur bones in a place called Lyme Regis in Victorian times. We will be finding out about her discoveries and how her findings have helped scientists to work out what life was like on Earth 60 million years ago.

As **geographers** we will be learning to locate and name the continents where fossils of dinosaurs have been found. We will also explore the locality of Lyme Regis and ask how the physical features are different to Sutton in Ashfield.

As **artists** we will be studying 3D media and print making. We will start off by looking at fossils, ferns and branches, taking rubbings of them and then creating a group collage of a Jurassic forest, with clay, impressed with dinosaur footprints.

### Confident Learners

#### Enterprise

As enterprising people we will:

Create adverts for our Jurassic Forest that will encourage parents and other classes to visit. We will also create small fossils from imprints of ammonites to sell in our forest shop. We will buy the ammonites and have a small budget to make and advertise our shop.

### Responsible Citizens

#### Environment

As people concerned with our environment we will:

Explore the world as it was millions of years ago. Most dinosaurs became extinct many millions of years ago. This is now happening for some species we know. We will explore some of the world's endangered species and ask if we can do anything about this.

#### Spiritual and Moral

In our spiritual and moral development we will:

Explore the extinction of dinosaurs and ask who created them.

#### Communities

As members of a community we will:

Explore how we can learn from significant people both now and in the past. We will start with Mary Anning, and we will find out about other people who have had an impact on our lives.

Essentials for Learning and Life		Areas of Learning
Using communication	Personal development	Historical, Geographical and Social Understanding
<p><b>Non-fiction:</b> We will be researching Dinosaurs and Fossils, labelling, using information books and looking at writing reports.  <b>Stories and poems with</b> a Jurassic theme!  <b>Narrative:</b> Write an exciting story set in the land before time.            Whole school writing day TOP SECRET</p>	<p><b>Learning and thinking skills</b>            Asking relevant questions            Analysing information            Planning how to go about presenting information            Creating and developing maps and plans            Creating ideas for persuasive arguments            Recognising similarities and differences between environmental features            Communicating using the written word            Evaluating the impact of persuasive posters</p> <p><b>Personal and emotional skills</b>            Working independently in written work            Managing feelings and becoming more self-aware</p> <p><b>Social Skills</b>            Listening and responding appropriately to those who talk about their voluntary work</p> <p><b>Working collaboratively</b>            Giving constructive support and feedback to others</p>	<p><b>Maps</b> - Where have dinosaurs been found? <b>Name and locate</b> the world's 7 continents            What did Earth look like millions of years ago?            When talking about Sutton in Ashfield and Lyme Regis, we will use <b>basic geographical vocabulary</b> to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>We will find out about the <b>life of a significant person:</b> Mary Anning.</p>
Using mathematics		Scientific and Technological Understanding
<p><b>Measuring</b> dinosaur footprints            Modelling trying out ideas for the cost of fossils - what will make a profit?  <b>Calculating</b> a range of calculations based on the number of fossils sold  <b>Interpreting data</b> taking dinosaur data and extracting relevant information answering questions such as which was the heaviest, lightest, smallest, fastest etc.            Justifying using mathematical words to justify the amount we spend on making our fossils.  <i>Also see the National Curriculum for each year group</i></p>		<p>We will be looking at what the Dinosaurs ate, how they moved and their similarities and differences.  <b>Animals:</b> We will find out which dinosaurs were carnivores and herbivores and investigate how their teeth worked.            We will learn about <b>plants</b>, trees and animals.            We will learn about the <b>weather</b>.</p>
Computing		Art, music, dance and drama
<p>Finding out about <b>Mary Anning</b>            Use IT as a way of producing dinosaur art work and texts to be included in our information books.</p>	<p>Religious Education</p> <p>RE days to cover the Nottinghamshire agreed syllabus            Themes: Judaism, gifts</p>	<p><b>Exploring Materials:</b> We will use different materials to create dinosaur images including pastels, charcoal, paint, collage and ICT. We will be making dinosaur eggs, excavating and creating our own fossils.  <b>Evaluate;</b> we will use art specific vocabulary to respond to, evaluate, explain, analyse, question and critique our own and other people's artistic works.  <b>Music:</b> We will be writing our own Dinosaur songs to describe sounds that they may have made or heard. Then we'll choose instruments to accompany our lyrics.            We will use a variety of instruments to experiment with beat, rhythm and tempo.  <b>Dance:</b> We will be dancing like Dinosaurs, linking movements together to perform a sequence.</p>

