

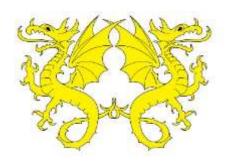


## The Land Before Time

Purpose of Learning Journey:	End Points History: Children will be historians learning where people (Mary Anning) and events (discovery of the first dinosaur) fit within a chronological context and identify similarities and differences between Mesozic era and life today. Children will know how to ask and answer questions using parts of stories and timelines to show that they know and understand the Mesozic Era and Mary Anning. Children will develop an awareness of the past, using common words and phrases relating to the passing of time.  Art: Children will know the parts of a dinosaur by sharing ideas, experiences and their imagination to draw their ideas. Children will know to that they are using clay to design and make their dinosaur. Children will know to use a range of art and design techniques using their fine motor skills to handle and roll clay. They will carve and sculpt their dinosaur recognising the pattern, texture and shape.  Science: Children will be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores. Children will know how to identify and describe the basic structure (stem, root, flowers, petals and seeds) of common plants, Cress and sunflowers. To know that plants need water, light and a suitable temperature to grow and stay healthy. Children will work scientifically to closely observe how sunflowers and cress grows. Children will know a variety of common animals including fish, amphibians, reptiles, birds and mammals.				
Links to Prior Knowledge:	History — chronological language used when learning about significant people i.e. Neil Armstrong / Katherine Johnson and Mary Seacole; Science — Chn have been exposed to parts of a plant through CP, can name some common garden plants and trees.				
Links for Relevance and Currency:  Seasonal change – British Summer Time; Recent archaeological discoveries					
Immersion Event / Activity:	Creating own dinosaur models, and planting own habitats; creating timelines				
Celebration of Learning/ opportunities for summative assessment	Art – dinosaur sculptures; Science; Small groups games label habitats/ plants/ animals; History; Timelines				
English Links:	How to Grow a Dinosaur story				
Maths Links:	Wishes / next steps for learning dinosaur related				
Links to Curve					

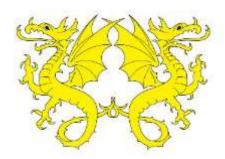
นด	น		Milestone (Key				Link	s to C Driv	urricul vers	um
	Lesson	Subject	Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Values	Outdoor Learning	P4C	Global / Rights	TASC
	<b>.</b>	History	Historical concept(s): historical significance To build an overview of world history	I Show children the nictiire of a tossii and ase what it is	Chn can begin to understand what makes a person significant	<b>√</b>	<b>√</b>			

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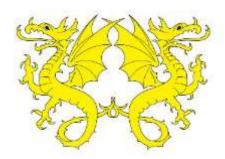


		Task- Group 1 - Children working in 2's/3's to look for fossils/ treasures in the sand. Use the sieve and paintbrushes to carefully brush away the sand to reveal the fossils.  Group 2- cutting and sticking matching the dinosaurs to the skeletons.  Swap to ensure all children get a chance to do both activities.  Plenary- Do the Mary Anning quiz and watch video on BBC to give more information on her life.		<b>√</b>	<b>√</b>	<b>√</b>	
₹ History	Historical concept(s): change and continuity LO: To understand chronology	Recao Mary Anning Show picture of Mary Anning ask children why is she significant?  Explain that we will be learning more about Mary Anning today.  Watch video to find more about her.  Think, pair, share — can you think of 3 more dinosaurs?  Talk to children about where fossils can be found.  Explain task- To work individually to cut and match the Dinosaur fossils.  Mild- All children can match at least 3 dinosaur to their fossils  Spicy- Chn can match 4 or more dinosaur fossils  SEN- TA support to cut out and ask questions to child asking what it is. Chn can understand what a fossil is and where they come from.  Stick sheets into books.  EXT- Write 3 places that fossils can be found.				✓	
ო History	To understand chronology	Re-visit Mary Anning. Ask children questions about her life (think, pair, share)  Go through quiz with children (whiteboards) ask children to write down answers.  Explain task- To complete a Mary Anning factfile.  Writing a fact file using historical vocab	Chn can begin to recognise, name and describe some religious artefacts, places and practices	<b>√</b>	<b>✓</b>	<b>✓</b>	



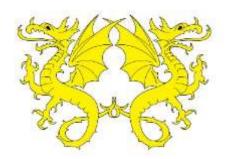


			1 working group- act of Mary Anning life 1 working group — Complete fact file in chronological order at table				
4	Art	To develop ideas	Starter Label parts of a dinosaur on the board. Get children to start thinking about body parts unique to dinosaurs (claws, spikes, etc).  Input Following the Art process of designing then making. Tell the children that they are going to make their own dinosaur out of clay/salt dough – but first we need to design it!  What do our dinosaurs need? Go through body parts – will your dinosaur have spikes? Sharp teeth? Etc.  Lets do some research to find out a bit more about what dinosaurs are like. Watch one of the dinosaur videos to find out some facts.  Talk partners/ Touch knees: What do herbivores and carnivores eat?  What are humans? – explore what omnivores are.  Sorting game: Sort the animals into carnivore, herbivore and omnivore.  Animals like a black bear and a robin may confuse children – explain that they eat nuts, seeds, berries and insects. This makes them omnivores.  What will your dinosaur be?  Identify attributes that children may want to consider: Carnivores will need sharp teeth for eating meat. Herbivores may need long neck for reaching leaves on tall trees. They may need a tail for balance, big eyes to see any predators, sharp claws to catch animals, etc.  Model designing your own dinosaur and vocalise as you go – e.g., my dinosaur is a herbivore, it will need a long neck for reaching leaves/strong jaw for eating bark, large feet for walking through mud, etc.	Chn respond to ideas and starting points  Chn explore ideas and collect visual information			✓
ıc	Art	To Master Techniques (Sculpture)	Starter Talk partners to get children to recap their dinosaur designs: 'What does your dinosaur like to eat?' 'What is your dinosaur going to look like?' Recap the words carnivore, herbivore and omnivore.  Input Go back to the Art cycle. Explain that last week we did the design stage, so today we are going to be making our dinosaurs following our designs. Show children videos of artists modelling clay.	Chn use a combination of shapes  Chn use lines and texture  Chn use clay as material  Chn use techniques such as rolling, cutting, moulding and carving			<b>✓</b>



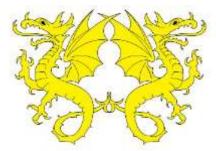


			After the videos ask children 'What tools did the children notice the artist using?' They mainly use their hands to					
			mould and shape the clay.					
			Show the children the tools they will have for making the clay dinosaurs. Begin to model how to shape clay.					
			Tell children as they are making their dinosaurs you want them to evaluate as they go — if something isn't working or doesn't look as they would like, what could they do to change it?					
			(Explain to children across 2 lessons)					
9	Science	To understand living things	Starter Think, Pair, Share: What is a home? Explain that a home is somewhere that you live. Do all living things have the same home? Think, Pair, Share: What other homes can you think of? Reveal that different animals have different homes, show the examples on slide and see if the children can think of any others.  Input Ask children what they think the word habitat means. Habitats are places where animals and plants liveThe plants and animals need each other to survive. Why do you think this is?  Sorting game: Match the animals to their habitats (forest, desert, underwater/pond, polar) Talk partners: why do you think these animals live in these places? Begin to discuss why a particular animal is suited to its habitat (e.g., a polar bear is white for disguise and has thick fur to keep warm).  https://youtu.be/ZrSWYE37MJs - Watch video from 2:20 When watching the video, get children to think about what the animals and plant need to survive.  1. What are they going to eat? 2. How are they going to oatine food? 3. How are they going to avoid being eaten by other animals? 4. How are they going to survive the conditions of the habitat? Is it cool or hot? Dry or moist?  What would a dinosaur need to survive? Children to think about what the dinosaurs eat, where they live etc. Look at the pictures of Albie in the dinosaur habitat. Ask questions about what they eat and where they live to guide what type of habitat suitable for dinosaurs.	Chn begin to identify that most living things live in habitats to which they are suited and can describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	✓	✓	✓	✓
		To understand plants	Starter	Chn will find out and describe				
7	Science	To work scientifically	Using <b>Talk Partners</b> , recap what a habitat is and what animals and dinosaurs need to survive.  Quick quiz: guess the habitat!	how plants need water, light and a suitable temperature to grow and stay healthy.	<b>√</b>	✓		✓



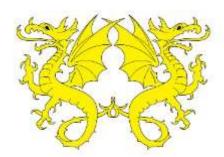


After about three days, children will make another observation and record on their investigation booklet — discuss when they will do this (during outdoor learning/PE?)  Starter Watch video about parts of a plant Using talk partners, get children to label parts of a plant on IWB.  Input Look at the plants and discuss the progress they have made after one week. Use open questions and talk partners to get children to make evaluations. What parts of the plant can you see? Can you identify the stem? Does it have a flower?
The plants grown in the dark should be tall and yellow — explain that this is because the cress was trying to find the light by growing taller.  Model filling in the evaluation booklets on IWB — draw the final image and answer the evaluation questions.  To investigate and interpret the past.  Starter Match the dinosaurs to their fossil activity on IWB. Children to begin to identify and discuss bone and fossil
To understand structures of different dinosaurs.





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		Today we are going to be historians to research the history of the dinosaurs!  Show timeline on the board. Explain that a timeline is what helps us organise events from past to present. (Can reference our lesson timetable on wall as a timeline too)  Have images of general events for children to order. Children to discuss with talk partners what order they should go in.  Show another timeline, this time showing time from dinosaurs up to modern day. Show how long people have been around (not very long compared to dinosaurs!). Show that the dinosaurs were around millions of years ago.  Explain that we are going to be researching the world at the time of the dinosaurs, and how it changed. This is so we can create our own timelines tomorrow.	order on a timeline.	
		On the timeline, point out the Triassic, Jurassic & Cretaceous periods. Altogether, these are known as the Mesozoic Era — the era when dinosaurs lived!  Also point out the Cenzoic era — the period after dinosaurs (humans began at the end of this era).  Children will now find out more facts about these periods in partners.		
10	History	Starter Talk partners: recap what a timeline is. What does mya mean? Can you remember the name of the era we have been researching or any of the periods?  Remind children that the era was the Mesozoic era, and the three periods were the Triassic, Jurassic and Cretaceous. The period we are in now is the Cenzoic era.  Input Introduce todays learning: Last lesson we researched facts about the periods. Today we will be working in pairs/groups to make our own timeline full of facts!  Using talk partners, get children to order the periods, then sort the facts (same from yesterday) into the correct periods. Feedback answers and model on the board.		
11	History	Starter Children to run around the room and find different pictures of dinosaurs. Tick off the item on their sheet once they have found and read it. Timer to monitor pace. Feedback some of the words/pictures they found.  Input Contingency for children to finish their timelines.		





	Can children find any extra information from factual books to add to their timelines? Chn to use laptops to research			
PSHE / Wellbeing				