



Dore Primary School

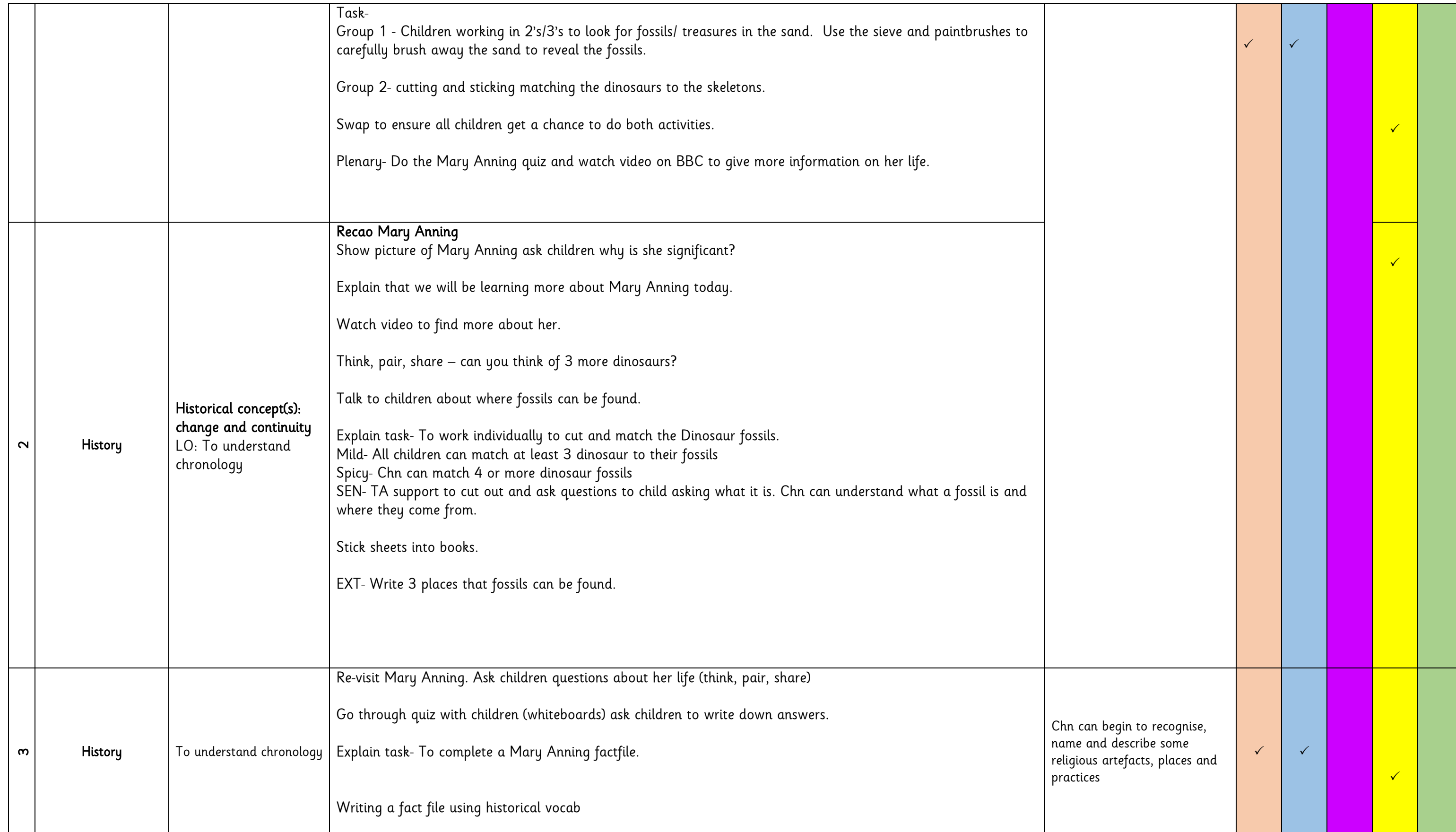
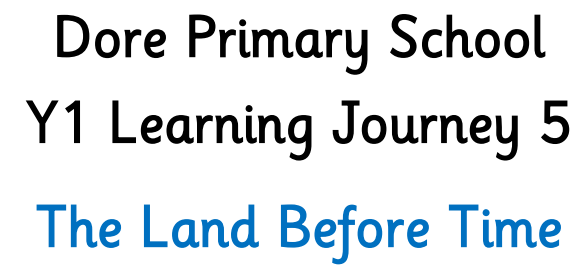
Y1 Learning Journey 5

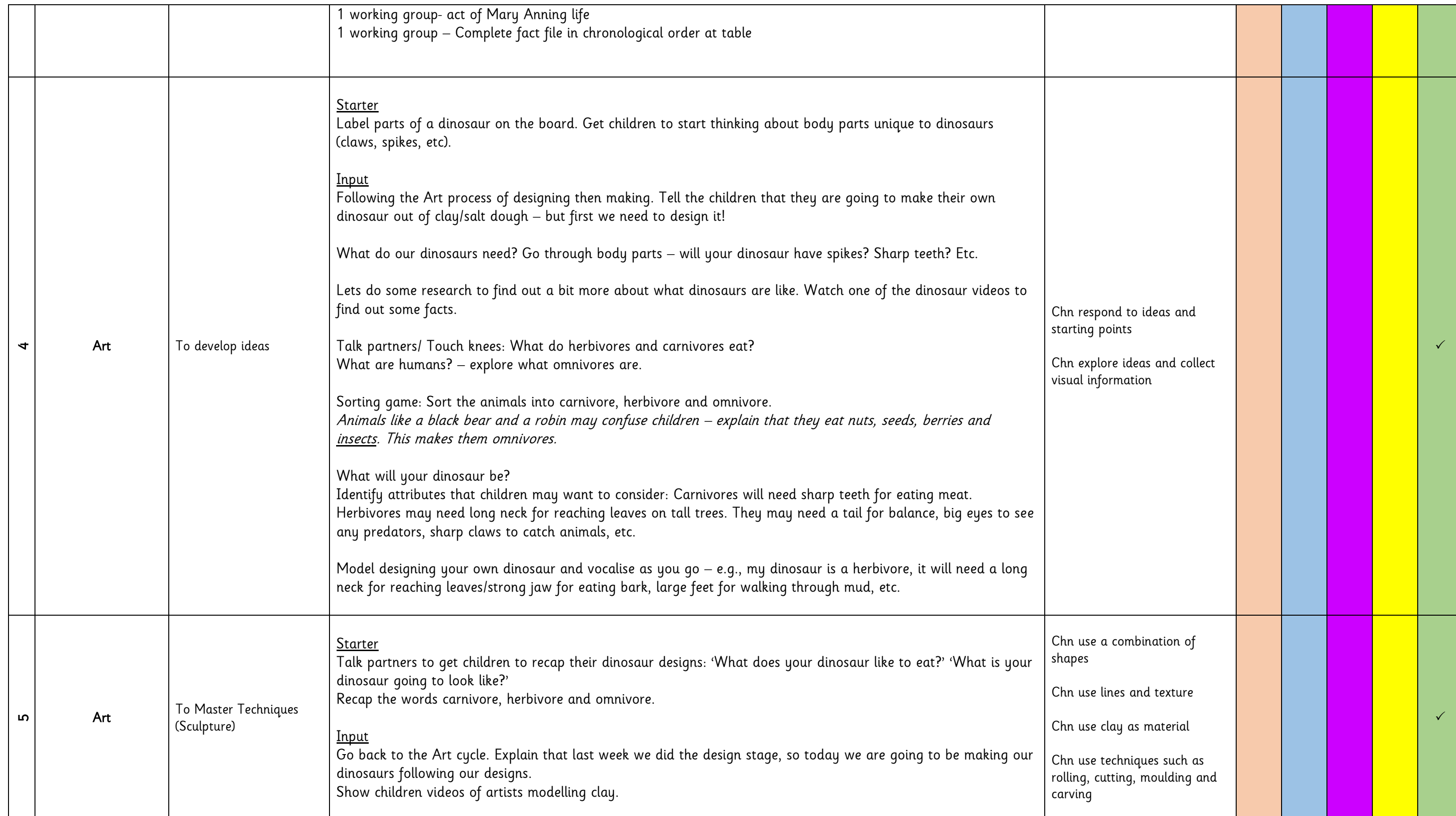
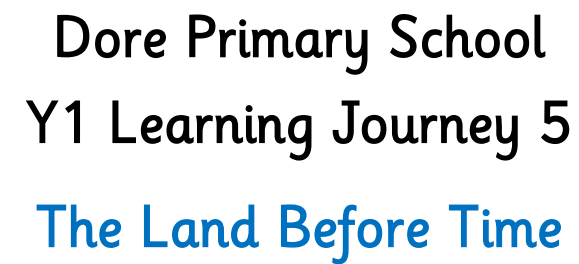
The Land Before Time

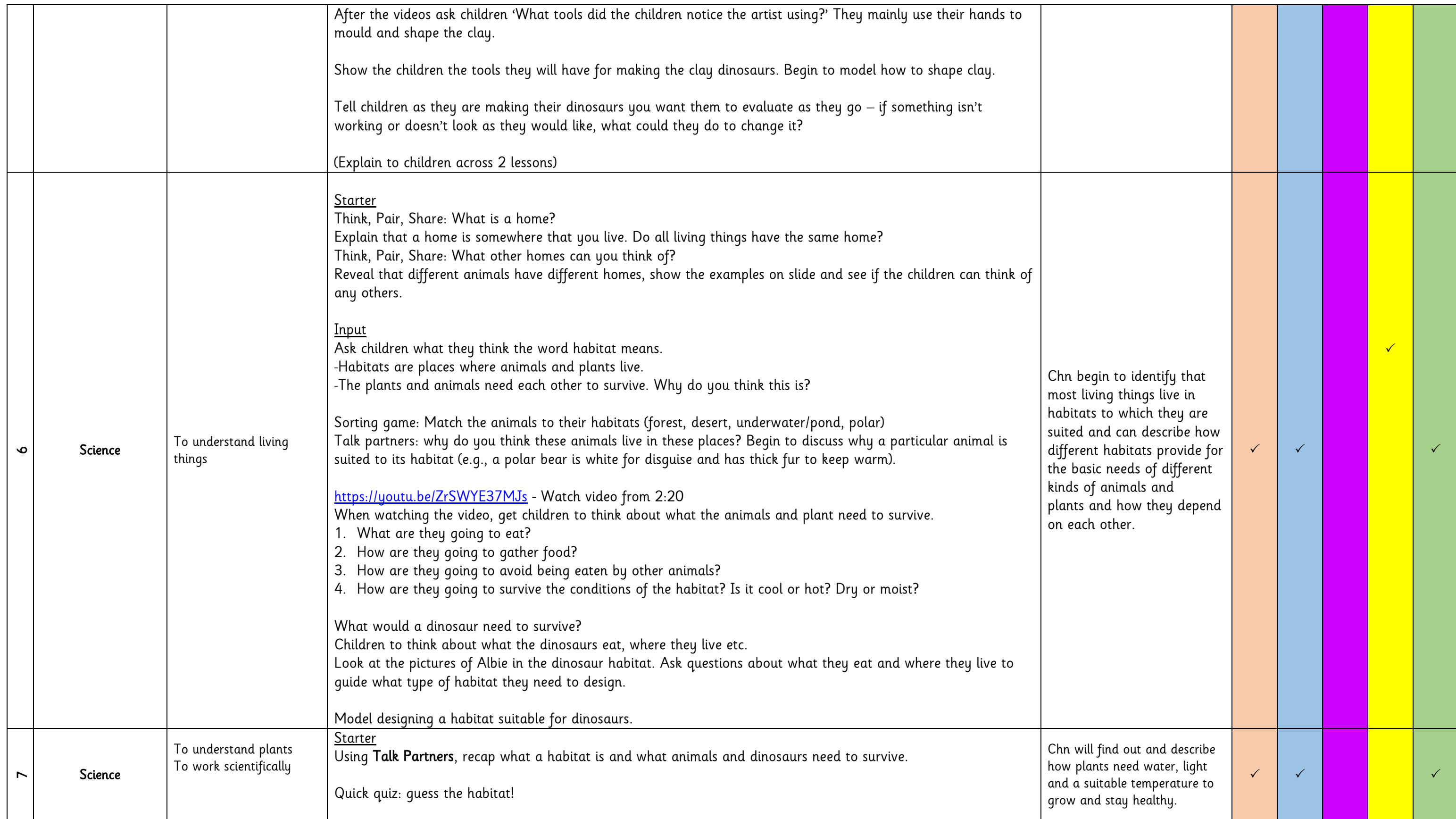
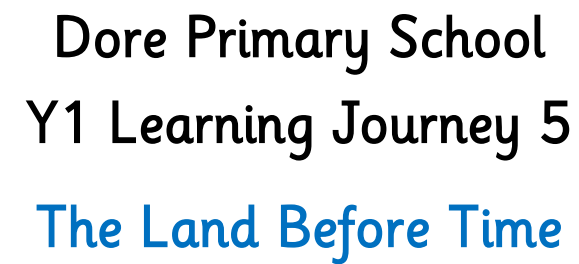


Purpose of Learning Journey:	End Points History: Children will be historians learning where people (Mary Anning) and events (discovery of the first dinosaur) fit within a chronological context and identify similarities and differences between Mesozoic era and life today. Children will know how to ask and answer questions using parts of stories and timelines to show that they know and understand the Mesozoic 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 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

Lesson	Subject	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes		Links to Curriculum Drivers				
					Values	Outdoor Learning	P4C	Global / Rights	TASC	
1	History	Historical concept(s): historical significance To build an overview of world history	Introduce new topic land before time. Show children the picture of a fossil and ask what it is. Introduce Mary Anning and read the facts about her life.	Chn can begin to understand what makes a person significant	✓	✓				









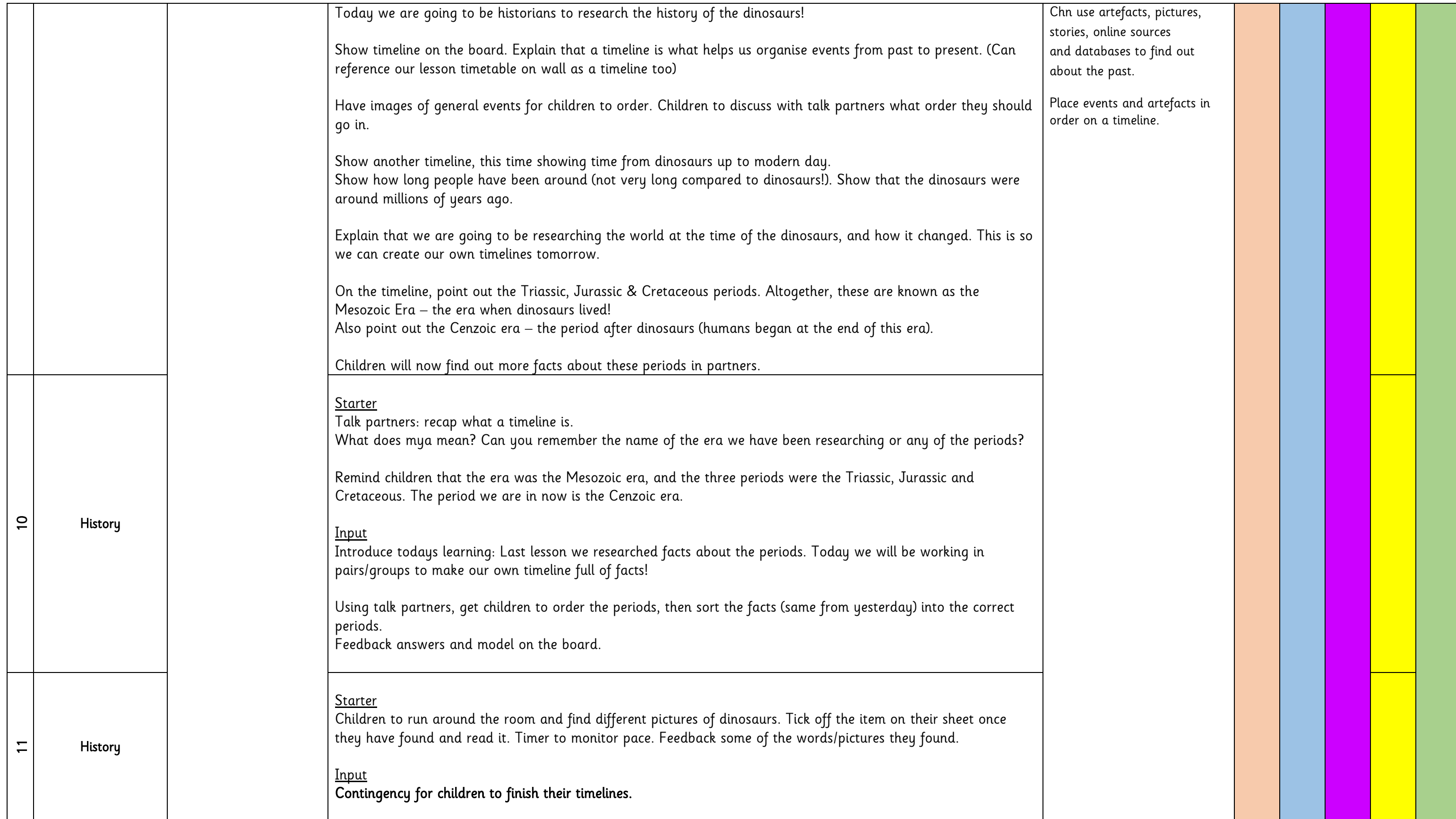
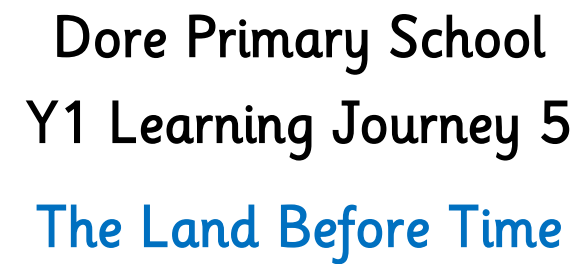
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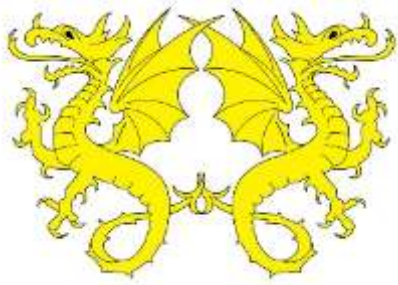
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The Land Before Time



			<p><u>Input</u> Explain that now we have designed our dinosaur habitat, today we are going to make them! To do this we need to grow some grass by planting seeds.</p> <p>Ask children what plants need to grow. Watch the video to see how water, food and air are important factors for plants to grow.</p> <p>Show children the seeds we will be using. Where will these seeds best grow? Lets plan an investigation to find out!</p> <p>Some children will put their plants in a dark cupboard, some children put them in a sunny windowsill.</p> <p>Discuss fair tests with the children and decide together what things we will keep the same (number/spoonful of seeds, amount they are watered, amount of soil/cotton wool, etc).</p> <p>Explain that over the next two weeks we will be documenting how the seeds grow and recording it on our investigation booklets.</p> <p>Go through the pictures for planting – what do we need to do?</p> <p><i>Designate a cress monitor to water the cress using a spray bottle every day.</i></p> <p>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?)</p>						
∞	Science		<p><u>Starter</u> Watch video about parts of a plant Using talk partners, get children to label parts of a plant on IWB.</p> <p><u>Input</u> 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?</p> <p><i>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.</i></p> <p>Model filling in the evaluation booklets on IWB – draw the final image and answer the evaluation questions.</p>			✓	✓		✓
σ	History	<p>To investigate and interpret the past.</p> <p>To understand chronology.</p>	<p><u>Starter</u> Match the dinosaurs to their fossil activity on IWB. Children to begin to identify and discuss bone and fossil structures of different dinosaurs.</p> <p><u>Input</u></p>	Chn begin to ask questions such as: What was it like for people? What happened? How long ago?				✓	✓





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