

**Topic: Buried Deep**

**Cycle Year: 1**

**Term: 1**



**Personal, Social, Health and Emotional**

**Development (including Relationships and Sex Education).**

Pupils will have the opportunity to explore:

**Being Me in My world**

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment
- Valuing contributions
- Choices
- Recognising feelings

**Celebrating Differences**

- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference and remaining friends

**Religious Education:**

**Who is Muslim and how do they live?**

Recognise the words of the Shahadah and that it is very important for Muslims · Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean · Give examples of how stories about the Prophet show what Muslims believe about Muhammad · Think, talk about and ask questions about Muslim beliefs and ways of living (Unit continued in Spring term)

**Why does Christmas matter to Christians?**

Recognise that stories of Jesus' life come from the Gospels · Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians · Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas · Think, talk and ask questions about Christmas for people who are Christians and for people who are not · Decide what they personally have to be thankful for, giving a reason for their ideas.

**PE:**

- Multi-skills: bat and ball, throwing and catching games; kicking, passing and dribbling games
- Dance: response to music; simple patterns; pair, group and unison work (BBC time to move?)
- Gymnastics: balance, jumps, roll, travel and applying to sequences

Please see PE skills sheets for further guidance

**As historians we will:**

Study the lives of Mary Anning as a significant individual in the past We will find out about her Discovery of Fossils and compare this with how fossils are discovered today.

Visit Drayton Manor education centre for a Dinosaur Discovery day, where we will:

- Look at dinosaur eating habits and how they moved.
- Discover how dinosaurs had offspring.
- Explore what dinosaurs may have felt like and meet a living reptile.
- Listen to the dinosaur extinction event; and
- Dig like Mary Anning and discover a dinosaur skeleton.

Please see History skills sheets for further guidance

**As geographers we will:**

Use compass directions and locational and directional language to describe the location of features on a map to show where in the world recent fossil dinosaur discoveries have been made.

Follow a route on a map to Lyme Regis to see where Mary Anning found her fossils.

Use a map drawn by my teacher to find the hidden dinosaur eggs around school and then using a simple key of class agreed symbols make a map showing the location of our own hidden dinosaur egg.

Make an imaginary map of a dinosaur land, using our own keys.

Please see Geography skills sheets for further guidance

**As designers we will focus on:**

Design, make and evaluate a cage to catch a dinosaur.

Build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic bricks and those that make frameworks. Think about how they can be made stronger to keep a dinosaur in.

Fold paper or card in different ways to make freestanding structures, using masking tape where necessary to make joins. Encourage them to think about how folding materials can make them stronger, stiffer, stand up and be more stable.

Please see DT skills sheets for further guidance

**As artists we will focus on:**

Exploring printing (sponge, finger, block), to form patterns and experiment with amounts of paint and consistency of paint applied.

Making patterned dinosaur footprints (line (vertical, horizontal, cross-hatched, wavy); media; shape; media).

Studying Mary Anning's sketches of fossils and design a string patterned print to make (block print) and apply to backgrounds of a chosen consistency of paint (e.g. washes or intense)

Please see ART skills sheets for further guidance

**As musicians we will:**

- Explore descriptive sounds
- Listen to and perform music inspired by myths
- Use their voices to describe feelings and moods
- Create and notate vocal sounds for a performance
- Explore a steady beat and rhythm patterns from Italy and Africa.
- Create their own beats and patterns with body percussion, voices and instruments

(Music Express ourselves, number and our land resources for Y1 and Y2. Please see music skills sheets for further guidance)

**As experts in computing we will:**

- Explore Online safety (Keeping information private 1.1)
- Explore Purple Mash (Saving in their own space 1.1)
- Consider how to search effectively on browsers (2.5)
- Be lego builders considering the importance of accurate instructions. We will then correct and write our own simple algorithms(1.4 2 DIY)
- Explore technology outside school (1.9)
- Group and sort items on computers (1.2 2DIY)

Please see Computing skills sheets for further guidance

**As scientists we will focus on:**

Observe seasonal changes from Autumn to winter.

Learn about fossils and how they are formed.

Find out about local mining in Shropshire. Research which materials can be made from mined materials by distinguishing between an object and the material from which it is made.

Identify and compare the suitability of materials to be used to keep a palaeontologist dry while searching for fossils.

Identify and name a range of everyday materials that could be used to make digging tools, by considering their hardness and softness.

Investigate how washing up liquid makes things clean through a magic milk stem activity.

Please see Science skills sheets for further guidance

**Literacy:**

**Develop our English skills through the stimuli of:**

- A letter to the T-Rex from Max about our Trip to Drayton Manor, based on the text "Dear Dinosaur" by Chae Strathie.
- Animal riddles about reptiles.
- An information text about fossils.
- Instructions for making dinosaur footprints.
- Write our own Just so story about dinosaurs, based on "How the Rhinoceros got his skin" by Rudyard Kipling.

**Develop our Maths skills through key foci of:**

Mental fluency, reasoning and problem solving using:

Year 1	Year 2
Building confidence with place value of numbers to 100	
An in depth look at the composition of numbers up to ten	Addition and subtraction bridging ten, using calculating not counting
Real life objects to count in twos, fives and tens.	Exploring our 2, 5 and 10 x tables multiplication and division facts (aim to achieve 2x by Christmas)
Developing our understanding of addition and subtraction	Developing our understanding of addition and subtraction including "the difference".
To explore the fractions of half and quarter.	To explore the fractions of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{2}{3}$ and $\frac{3}{4}$ .
Writing and solving maths stories	

- Use our knowledge of shape in our sponge painting activities.
- Use our language of direction in our map work, focus on quarter and half turns.
- Make patterns using our knowledge of counting in twos, fives and tens within our art work.
- Dinosaur footprints and lines of symmetry

