

Billingham South Primary School - Cornerstones - Dinosaur Planet Spring 2020

Class: 1H/1C Year Group: 1

Primary School	Teacher: Mrs Hopes and Mrs Charlton T	opic Dinosaur Planet	
Obj to understand	Teacher Input	Group Work (Differentiated)	Plenary
Find and name continents on a world map	<u>http://hub.cornerstoneseducation.co.uk/resource/dinosaur-planet-</u> <u>member/</u> The story of the Dodo - presentationthis will not open at home, try at school. If it does not open use the following for lesson. <u>http://www.flickclip.com/flicks/iceage3.html</u> (3.45) Ice Age Dodo clip. So what happens to the Dodo after this? If what is seen in this clip is all of the Dodos in the world, what term would you give the Dodo (endangered)? What term do you give the Dodos in this situation after the	Whole class - Cut out the continent names and place them correctly on the map of the world. Work together as a whole class. Listen to the sounds in the continent word. Cut out the Dodo bird picture and	Identify where the continents are on a world map. What happened to the Dodo bird? Can chn remember the terms 'endangered' and
	scene (extinct)? How has the writer described the Dodo's character (they are not clever). https://www.youtube.com/watch?v=OSFob5hbmM0 (3.14 ONLY TAKE VIDEO UP TO 1.32). There are many theories on how the Dodo became extinct, however they did not technically become extinct until somewhere within 1688-1715. Listen to the story of the dodo bird which was hunted to extinction. Look at the world map and show the continents on the world map. Point out where the Dodo lived.	place it on the creatures' home area on a world map.	'extinction'?
Find and name oceans on a world map	What can you remember about the Dodo bird? Why don't we see Dodo birds now? The island of Mauritius is near the island of Madagascar in the Indian Ocean. Can you point to the word 'Indian Ocean'? What is an Ocean? What other ocean's can you see on a map? Review yesterday's map of the world and the name's of the continents. Where is the island of Mauritius? Which ocean is the island? Support chn in placing the names of the oceans on the map.	Look at the words and listen to the sounds for the word. Children place the names of the oceans in the correct place. AA (Oak & Beech) to write the names of the oceans IND A (Sycamore) - Cut out the ocean names and place them correctly on the map of the world. BA - as above T support	Can chn remember the names of the oceans? Where are they on a map? Which continent is a particular ocean near?
I can share my ideas with others	Individually or in pairs, using the animal sheet look at each animal in turn and decide if it facing extinction or not and circle the answer accordingly. Children to come together and discuss their answers. Examine the type of environments the animals facing extinction come from. Why do the children think these animals are in danger? e.g. rainforests being cut down. Look at the cbeebies linkgo through each animal in turn and take children's ideas to determine why they think the animals are in danger of	Using the ppt 'how to make a poster'. Go through points of making a good poster. Look at posters and discuss good points and improvements that could be made. What captions could we use?	Reflect on the animals we found are endangered. Why are they becoming extinct? How can we help?

	extinction. After each animal click on the 'facts' to see what is actually	What pictures could we draw?	
	happening to the animal or it's environment. Was it what the children	Where would we put the writing	
	thought?	and pictures	
	<u>http://news.bbc.co.uk/cbbcnews/hi/static/guides/animals/animals.stm</u>		
	Discuss 'How we can help the endangered species?'		
To make	Introduce Archie Wood a palaeontologist, who has written a letter to the	Collect a selection of dinosaurs	
careful	children.	from EYFS. Provide small groups	
observations	Ask the children what they already know about dinosaurs. Ask the children	with a selection of dinosaur	
to identify	what they think a feature is. Use a child as an example to talk about	models and encourage the	
similarities/d	different features eg she has long hair and short nails. Tell the children	children to make detailed	
ifferences in dinosaurs.	they are going to watch a clip called 'walking with dinosaurs'. https://www.youtube.com/watch?v=VQbNdWnuitY	observation drawings.	
	When chn watch the clip they need to focus on how different each	Oak/Beech group - Draw and	
	dinosaur is. Record ideas for future reference.	write sentences to describe some	
		of the dinosaurs (use adjectives	
		in their writing). IND	
	Plenary – share chn's observations of similarities and differences.	Sycamore group - Draw, label and	
		write a simple caption about some	
		of the dinosaurs (use an adjective	
		in their caption). IND	
		Elm group - Support children in	
		drawing and labelling pictures of	
		dinosaurs T supported	
To explore	Archie is now in a forest in Brazil and his friend Stan is visiting. Stan	Oak/Beech - Independently sort	
observations	would like to throw a party for some dinosaurs in the forest, but he	the dinosaurs by writing their	
and	doesn't know which dinosaurs belong to which group to make sure they are	name into their own criteria onto	
comparisons	safe and able to enjoy the party.	the Carroll diagram and label.	
and present	Tell the children that you have a puzzle for them. Show them an empty		
results in a	Carroll diagram with heading on (2 legs/4 legs/spikes/no spikes).	Sycamore - Independently sort	
carroll	Discuss what chn think herbivore/carnivore means. Tell the children the	the dinosaurs into a given	
diagram	correct meaning of each word and show 'information card', look at the	criteria, cut out the pictures and	
	information on the card, what does it say about the type of 'diet' the	stick in the correct box, 2 legs/4	
	dinosaur has – show ' What did dinosaurs eat ppt' (herbivore/carnivore).	legs.	
	How can we sort the dinosaurs into groups?		
	I ell the children that you would like to sort the dinosaurs into the Carroll	Eim: With support sort the	
	alagram on the board. With some support show a dinosaur and encourage	ainosaurs into a given criteria,	
	The children in talk partners to think about where it should go on the	legs, no legs, land, sea. Cut out	
	alagram. Leacher to scribe the alnosaur's name onto the LWB and put it	The pictures and stick in the	
	into the right place. Tell the children that they are going to sort the	CORRECT DOX.	
	ainosaurs into groups.		

Know the continents and begin to	Plenary Share chn's information of carroll diagram. Read the letter from Archie. He has travelled to Asia and needs help to find out about some fossils that have been found from the clues he has, but needs help to sort out what time period they are from.	AA/A - Using the fact cards (photocopy more). Chn write the title and read the info on fact	
understand time period	Look at the ppt 'dinosaur time periods'. What is a 'time period'? When were dinosaurs alive? What changes took place between the time periods? (continents were joined together and eventually parted, climate and vegetation was different).	cards to find at least 2 dinosaurs for each of the periods, stick under the title. TITLES - Triassic, Jurassic, Cretaceous period. C BA to find one for each period. Chn to look and say the initial sound T supported	
Know the continents and begin to understand changes over time	Archie has travelled to North America. He thinks they are fossils of a Sabre Tooth Tiger. Archie explainsIf you remember in my first letter, I said a palaeontologist was like being a detective. I get my clues from fossils that I find buried under the earth in rocks. Fossils tell us about the past and how animals, insects and plants on earth have changed over a long period of time. There are four types of fossils. Cast fossils, where the earth covered and trapped the dead plant or animal, it then decayed, but very small bits and pieces of earth called minerals leaked in and filled the space. Mold fossils, are where the dead animal or plant was covered with earth and decayed, but the space did not fill in. Trace fossils are imprints like a footprint where the mud left the shape then hardened and turned to rock. It's just like an imprint you could make in play dough or plastercine. Finally, there are true fossils, where an animal or plant has been preserved in ice, tar or tree sap which hardens and is called 'amber'. You can sometimes find fur or skin on these fossils. I have sent you some photographs and artefacts of fossils that I have found over the years. Archie's backpack is still missing and he needs help to sort some fossils into the different types.	Using the pictures and 4 criteria's chn to sort the pictures into the correct criteria. AA/A Ind BA T supported	
Using this as a Maths lesson	Why do dinosaurs come in different shapes and sizes? Read a letter from Archie to the children. Archie has just had his new house squashed by the biggest dinosaur he has ever seen. Archie wants us to measure out the biggest dinosaur ever so he can build his house somewhere safer where it won't get squashed. Show a picture of a dinosaur on the IWB. Use talking partners to label the	Mixed ability groups. Give a group a selection of dinosaur fact cards (large A4), which shows dinosaurs measured using full metres. Ask chn to use the measuring resources	
	parts of a head. Give each pair a model of a dinosaur to discuss with each	(ruler/string, etc) to measure out	

	other. Ask questions such as: Why do you think that dinosaur has a long neck/tail? Why has that dinosaur only got short arms? Discuss as a class. Guide the children into suggesting that a long neck needs a long tail to balance. Ask the children to stand in a variety of positions until they feel balanced. Why is this? Discuss as a class why dinosaurs come in different shapes and sizes and ask the class can we measure a big dinosaur to see if he would fit in our school playground? In the playground measure the size of the biggest dinosaur ever found (use the information fact cardsonly use metres), compare.	and use chalk lines to show beginning and end. Ask chn to measure different sizes of dino's and create a line of different dino sizes. Question, what did chn find out? Which is the largest dino/smallest dino? Would they all fit in our playground?	
What did dinosaurs eat? Predict, investigate and make a fair test. Use drawings to communicate information. Making observations and taking measurement s.	What did dinosaurs eat? Read a letter from Archie telling the children that he doesn't feel very safe with the meat eating dinosaurs about. Explain to the children that Archie needs to know what the dinosaurs like to eat so that he can stay safe. ACTIVITY ONE Tell the children that meat eating dinosaurs are called carnivores and plant eating dinosaurs are called herbivores. Gather the information on the IWB so that Archie knows which ones eat meat and which don't. ACTIVITY TWO Show the What Dinosaurs Eat Powerpoint to the children and recap on herbivores/carnivores. Use talking partners to discuss the differences and guide the children into saying that one has got sharp pointy teeth and the other has shallow cylinder shaped teeth. Explain that the children will be paleontologists and explain that sometimes scientists have to test their ideas by creating models.	ACTIVITY ONE Give the children some dinosaur fact cards and ask them to do a quick research to find out what the dinosaur likes to eat. ACTIVITY TWO Children to use plasticine to create models of teeth and drop them into a cup of flour to see which makes the deeper indent. They will use match sticks to measure and record their results onto a sheet. Come back onto the carpet for the plenary and discuss why carnivores have the sharper teeth and the herbivores have the flatter teeth.	
What were the conditions like?	How is a Jurassic Forest different to where we live? Read Archie's letter about life in the forest. Look at a photograph of what we think the Jurassic forest looked like. Use talking partners to discuss how it is different to where we live. Explain to the children that they are going to make a dinosaur habitat for their toy dinosaur to live in. Discuss what will be needed and go outside to collect these materials. Help them to put potting compost in a tray and cover it with moss. Sink small bits of bushes into the compost and place rocks and dinosaurs on top.	Mixed ability group Chn to discuss what type of dino's they have and create an area for their toy dinosaurs. Have chn thought about the type of toy dinosaurs they have? Carnivores, herbivores? Can chn discuss their selection? Feedback as a group to the teacher.	
SCIENCE	Explain to the children that dinosaurs didn't have cheeks to hold their food so they swallowed it whole. Explain to the children that	Be a dinosaur dentist! Look at images of different dinosaur	

Do animals	archaeologists have found fossils with stones where the stomach would	teeth. Sort them into groups of	
feed in	have been. This has led them to think that the dinosaurs swallowed stones	meat eaters and plant eaters.	
different	to help them grind the food (some birds today do this). Show the children	Have a go at making either	
ways?	some lettuce in a container with stones and a container without stones.	a herbivore or carnivore dinosaur	
	Shake both containers as though the muscles grinding the food in the	tooth using clay. When it's dry,	
	stomach, predict what will happen and look at the results. Think about	paint it, then arrange with similar	
	making it a fair test.	teeth to make an enormous	
	-	dinosaur jaw! Find out about the	
		teeth of modern day carnivores,	
		herbivores and omnivores.	
		Teacher Note	
		Carnivores' teeth are sharp,	
		pointed or serrated for tearing	
		up the flesh of their prey.	
		Herbivores' teeth are large or	
		flat, ideal for grinding up plants.	
		Only a few species of dinosaurs	
		were omnivores. Some	
		herbivores were 'accidental	
		omnivores' as they swallowed	
		small animals and insects as they	
		chomped through their plant	
		dinner!	
That	Show the children a dinosaur book with moving parts. What did we like	AA: children to experiment with	
simple	about this book? How was it different to a normal book we read? Talk	making simple sliders using	
levers	about the moving parts with the children. What does the moving part do?	scissors and paper.	
and	How does it work? What effect does it have? Surprise? Does it show	A: children to experiment with	
sliding	how something works? Does it work well?	making simple sliders using	
mechanis	Tell the children that we can use sliders to help bring a book to life.	scissors and paper	
ms can be	Use some examples of a simple sliding mechanisms made from card or	BA/SEN: children to experiment	
used to	construction kits to discuss with the children how these mechanisms work.	with making simple sliders using	
create	Teacher to show a picture of a dinosaur moving across the page using a	scissors and paper with support.	
movement	sliding mechanism (two slits in the paper with a strip of card fitted		
that	through). Talk about how it was made. Look at both sides in order to		
levers are	explore the mechanisms. Tell the children that sliders may also be held in		
used in	place through using 'guides' eg pipecleaners or stuck on card.		
products	The second se		
eg	I ell the children that they will be experimenting with making a slider in		
scissors,	order to bring to lite a picture. Which slider did they preter?: Encourage		
balances	them to experiment with both.		
and			

moving			
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to make simple sliding and lever mechanis ms to suggest ideas and explain what they are going to do to use drawings to represent products	Tell the children that today they will be designing their own dinosaur moving picture. Ask the children for their initial ideas. Do we want something where one thing moves or more than one. Do we want a story board or maybe a dinosaur face that moves. T to show an example of both and discuss how both move in relation to the discussion on sliders from yesterday.	Children will use a planning sheet to draw their design and to note down how it will be made eg I am making a dinosaur face where the eyes move. I will draw two different sets of eyes on the strip of card and will make two slits on the big piece of paper and feed the card through to move the eyes. AA/A: Provide the children with a sheet to plan their design and note down the materials needed as well as the method. BA/SEN: Children to draw their design and verbally discuss how to make it with the teacher.	
to model their ideas in card and paper to make their design using appropria te technique s	Provide the children with a selection of materials to start their picture making. Provide card in whole pieces and in strips. Provide the children with a range of sticking products from blue tac to glue to split pins. Children will need small strips of card or pipe cleaners to use as a 'guide' to hold a slider in place. Provide the children with some dinosaur templates for them to cut out and use (both small dinosaurs and large pictures of dinosaur faces). Children will also need a range of decorating products to make their product look authentic eg paint, felt tip, tissue paper, felt, string. If the children are making a story board they should design the background first then the characters. Decide on where the slits in the background will go.	AA/A: to think about the designing steps and make their finished product. BA/SEN-as above with support	
to evaluate their product by discussin	Provide the children with a sheet to evaluate their own products. How well is this working? What could you do to make it better? Evaluate the final moving picture by discussing strengths and areas for development. Ask children to show off their products and discuss if it works or not. Why not? If you were doing it again what would you change?	AA/A: to fill in an evaluation sheet BA/SEN: as above with support	

g how			
well it			
works in			
relation			
to the			
purpose			
ENGLISH	Mary Anning – facts about a woman fossil hunter called Mary Anning		
	http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/		
Diary entry,	11.47 mins		
describin	Meet Mary Anning and listen as she tells her life story. Look at images of		
g a walk	her fossil discoveries including the first marine reptile ichthyosaur		
on the	skeleton to be correctly identified, the first two plesiosaur skeletons ever		
beach	found and some important fish fossils. Ask Mary questions about how she		
and what	felt at certain points in her life such as when she was very poor, when she		
she found	made her first fossil discovery or during her dangerous fossil hunting		
	expeditions.		
	Teacher Note		
	Dress up (or ask another adult) and take on the role of Mary Anning (1799-		
	1847), a British fossil collector, dealer and palaeontologist. Mary made		
	several important fossil discoveries; she was only twelve years old when		
	she made her first! She searched for fossils at the Blue Lias Cliffs near		
	her home in Lyme Regis, Dorset. During winter, landslides exposed new		
	fossils which had to be collected before they were lost to the sea. Mary		
	almost lost her life in a landslide in 1833 which killed her dog, Tray. She		
	became an expert in coprolite (fossilised faeces) and her		
	discoveries helped to develop scientific thinking about prehistoric life and		
	the history of the Earth		
ENGLISH	Dinosaurs love underpants		
Non-fiction	See English planning		
story writing			
Use modelling	Palaeontology Day	Mixed ability groups	
materials.			
Develop a	Children dress up as a palaeontologist.		
wide range of	Rotation of activities:		
art and	Choc chip excavation		
design	Dino bones excavation and recording		
techniques in	Dino puzzles, dot to dot and matching activities		
using colour,	Create stone coloured playdough and generate dino footprints		
pattern,			
texture, line,			

shape, form and space.		

Science

Identify and name a range of common animals from the local and wider environment. Label the parts of a dinosaur's body on a large scale diagram or picture. Look at images of dinosaur skeletons, identifying the main features. Compare with the parts of a lizard's body, discussing any differences. *Teacher Note*

One of the main differences between a dinosaur's body and a lizard's is the hip bone (dinosaurs were able to walk on two legs). Draw or paint the life cycle of a dinosaur linking it to the life cycle of modern day reptiles such as lizards. **Sc A 3** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).Sc WS 4; AD 2; En R C 2a

History

Begin to describe similarities and differences in historical artefacts and pictures.

Art & Design Use modelling materials to create a realistic or imagined form. Compare life during the age of the dinosaurs with modern life. Use pictures and key words to illustrate the main differences. Choose the most interesting differences to present to the rest of the class in a creative way. **Teacher Note** *Children could draw scenes showing a rocky prehistoric landscape with ferns and palm trees, swamps and volcanoes and compare this to a modern day landscape with buildings, vehicles and people.*

Look at and talk about fossils; observing, handling, drawing and making rubbings. Consider what they may have once been. Push small world dinosaurs' feet, spines or heads into modelling clay, dough and plasticine to leave an imprint. Leave to dry out then paint with silver or gold paint to make the impressions sparkle!Teacher Note Place fossil tiles in an outdoor environment to create a fossil park. **Hi 2** Learn about events beyond living memory that are significant nationally or globally.En SL 5, 7, 9; AD 2

AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.Hi 2; AD 1, 2 History Ask and respond to simple questions about the past, using sources of information.

Listen to and discuss theories about the extinction of the dinosaurs. Find information in non-fiction books and on the internet. Produce illustrations or diagrams to represent some of their ideas and choose one to explain to the rest of the class. Teacher Note There are many scientific theories for the mass extinction. The most widely believed is that a single or double meteorite caused a nuclear winter on Earth, killing most of the plants. Without a food source, the dinosaurs died out. Other theories include major volcanic eruption, extreme climate change, falling sea levels, a deadly dinosaur disease or early mammals eating dinosaur eggs.

Science Identify and name common flowers and trees found growing in the locality. Search for examples of plants that lived in the age of the dinosaurs! Take a walk in the local area and find plants that still exist today such as ferns, conifers, yew trees and monkey puzzle trees. Look after some potted ferns in the classroom.Teacher Note Provide picture cards so that children can match these to real life examples. Evergreen bushes and trees such as conifers, yew trees and monkey puzzle Hi 2 Learn about events beyond living memory that are significant nationally or globally.En SL 1; En R C 2a; Co 4, 6

Sc P 1 Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.Sc WS 4; Sc P 2 trees were prevalent in the Mesozoic era and still grow commonly today.

Writing

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Compose sentences and record in order to form narratives.

Writing

Talk to an adult or peer about what they are going to write. Use their sentences and captions to write a simple recount of the memorable experience for a school newspaper or website. Include details of events or incidents and describe what they found out during the experience. Illustrate their account with photographs and pictures. *Teacher Note Demonstrate how to sequence events in chronological order, use time-related words, write in the first person and use the past tense. Model the three-part structure of a recount including an introduction, details of events and a conclusion.* Meet Dino the dinosaur and tell him all about their week of adventures with dinosaurs! Compose questions with a partner such as: What does a dinosaur eat, drink or do? Why are dinosaurs different colours and shapes? Write their questions on whiteboards, remembering to use capital letters and question

marks. Ask Dino the questions and listen carefully to the answers. Afterwards, take part in a class discussion listing any answers he didn't know and considering other ways of finding

questions, you can return to these later in the project.

Dino could be a puppet, a soft toy or even an enthusiastic adult or child – dressed for the role! Display the children's written

out these answers. Teacher Note

En W C 1c Sequence sentences to form short narratives.En W C 1d, 2

En W C 1a Say out loud what they are going to write about.En SL 2; Hi 2

Engage

Curriculum Enrichment: Meet the Dinosaurs!

Essential Skills	Children could	Programmes of Study
PE Create simple movement patterns, showing awareness of rhythm.	Watch videos of animated or animatronic dinosaurs moving around and think about how they walk, run, catch prey and eat. Create dinosaur movements, changing rhythm, speed, level and direction. Link sequences of movements such as stomping, stamping, creeping, stretching, clawing, biting and bashing. Watch each other perform, saying what they like about their classmates' ideas. Teacher Note Notice the differences in the ways that small and large dinosaurs would have moved. Use appropriate music for each.	PE 3 Perform dances using simple movement patterns. En SL 1; Mu 3; Hi 2
Mathematics Begin to measure lengths and heights in the terms: long, short, tall, double and half. Begin to measure	Count small world dinosaurs and sort them into groups explaining their reasoning. Compare dinosaurs' sizes and weights using the words tall/short, long/short, heavier/lighter. Measure	Ma M 1 Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half);

Essential Skills	Children could	Programmes of Study
masses/weights using the terms 'heavy', 'light', 'heavier than' and 'lighter than'.	dinosaurs and dinosaur footprints using standard units. Teacher Note Provide hoops, baskets and trays for sorting activities and rulers, metre sticks, tape and string for measuring activities.	mass/weight (e.g. heavy/light, heavier than, lighter than). Ma M 2
History Ask and respond to simple questions about the past using sources of information.	Delve into a 'feely' bag or box containing an unseen fossil. Describe the texture, and shape considering what type or part of an animal it may have been. Take it out, examine it and say whether it was what they had expected. Look at and handle other fossils identifying what they could have been and discussing how they have been formed. Make rubbings or imprints of fossils using wax crayons or dough, finding out their names and labelling them. Sort fossils into sets based on size or shape and explain their reasoning. Teacher Note Handle the fossils on a carpeted area to avoid breakages. Remind the children to take care as fossils are fragile.	Hi 2 Learn about events beyond living memory that are significant nationally or globally. Sc WS 2, 5; Hi 2
D&T Select and explain why they have chosen a particular tool for a task.	Create a prehistoric landscape! Use different natural materials such as small stones, sand, twigs, rocks and soil and a range of small tools to shape, mould, carry and sift.	DT M 1 Select from and use a range of tools and equipment to perform practical tasks. DT M 2; AD 1

Essential Skills	Children could	Programmes of Study
	Teacher Note Section off an area of grassed outdoor space or create a mini-landscape in shallow containers. Why not challenge the children to make their own small dinosaurs for their habitats? Encourage them to choose a suitable material such as clay or dough.	
Science Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds, and mammals.	Have a Reptile Day! Invite an expert to bring some common reptiles such as snakes or lizards into school. Find out about the creatures' care needs and how they move, eat and behave. Draw and label some common reptiles based on their observations, non-fiction books and information on the internet. Find out and locate on a world map where they come from.	Sc A 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Sc A 2, 3; En SL 1, 2; Co 6; En R C 2a
	<i>Teacher Note</i> If the children have the opportunity to handle the animals you'll need to obtain parental permission. Make sure everyone washes their hands afterwards! Extend the experience by sorting small world animals or photographs of animals into sets (birds, fish, amphibians, reptiles, mammals and	

invertebrates). Look closely and share ideas about the main characteristics of

different animal groups.

https://www.youtube.com/watch?v=9nf6R-4ScjU 5.35 (video cuts short, but all information needed is there.