

Session	National Curriculum objective Children are to learn about:	Activity.
1	Find and name continents on a world map	<p>http://hub.cornerstoneseducation.co.uk/resource/dinosaur-planet-member/ The story of the Dodo - presentation...this will not open at home, try at school. If it does not open use the following for lesson.</p> <p>http://www.flickclip.com/flicks/iceage3.html (3.45) Ice Age Dodo clip.</p> <p>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 scene (extinct)? How has the writer described the Dodo's character (they are not clever).</p> <p>https://www.youtube.com/watch?v=OSFob5hbmMQ (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.</p> <p>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.</p>
2	Find and name oceans on a world map	<p>What can you remember about the Dodo bird? Why don't we see Dodo birds now?</p> <p>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?</p> <p>What other ocean's can you see on a map?</p> <p>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.</p>
3	I can share my ideas with others	<p>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.</p> <p>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.</p> <p>Look at the cbeebies link...go through each animal in turn and take children's ideas to determine why they think the animals are in danger of extinction. After each animal click on the 'facts' to see what is actually happening to the animal or it's environment. Was it what the children thought?</p>

		<p>http://news.bbc.co.uk/cbbcnews/hi/static/guides/animals/animals.stm</p> <p>Discuss 'How we can help the endangered species?'</p>
4	To make careful observations to identify similarities/differences in dinosaurs.	<p>Introduce Archie Wood a palaeontologist, who has written a letter to the children.</p> <p>Ask the children what they already know about dinosaurs. Ask the children what they think a feature is. Use a child as an example to talk about different features eg she has long hair and short nails. Tell the children they are going to watch a clip called 'walking with dinosaurs'.</p> <p>https://www.youtube.com/watch?v=VQbNdWnuitY</p> <p>When chn watch the clip they need to focus on how different each dinosaur is. Record ideas for future reference.</p> <p>Plenary - share chn's observations of similarities and differences.</p>
5	To explore observations and comparisons and present results in a Carroll diagram	<p>Archie is now in a forest in Brazil and his friend Stan is visiting. Stan would like to throw a party for some dinosaurs in the forest, but he doesn't know which dinosaurs belong to which group to make sure they are safe and able to enjoy the party.</p> <p>Tell the children that you have a puzzle for them. Show them an empty Carroll diagram with heading on (2 legs/4 legs/spikes/no spikes).</p> <p>Discuss what chn think herbivore/carnivore means. Tell the children the correct meaning of each word and show 'information card', look at the information on the card, what does it say about the type of 'diet' the dinosaur has - show 'What did dinosaurs eat ppt' (herbivore/carnivore). How can we sort the dinosaurs into groups?</p> <p>Tell the children that you would like to sort the dinosaurs into the Carroll diagram on the board. With some support show a dinosaur and encourage the children in talk partners to think about where it should go on the diagram. Teacher to scribe the dinosaur's name onto the IWB and put it into the right place.</p> <p>Tell the children that they are going to sort the dinosaurs into groups.</p> <p>Plenary Share chn's information of Carroll diagram.</p>
6.	Know the continents and begin to	<p>Read the letter from Archie. He has travelled to Asia and needs help to find out about some fossils that have been found</p>

	understand time period	<p>from the clues he has, but needs help to sort out what time period they are from.</p> <p>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).</p>
7	Know the continents and begin to understand changes over time	<p>Archie has travelled to North America. He thinks they are fossils of a Sabre Tooth Tiger. Archie explains...If 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.</p> <p>Archie's backpack is still missing and he needs help to sort some fossils into the different types.</p>
8.	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> - lengths and heights 	<p><i>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.</i></p> <p><i>Show a picture of a dinosaur on the IWB. Use talking partners to label the parts of a head. Give each pair a model of a dinosaur to discuss with each 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 etc. Compare.</i></p>

		<p><i>Draw a large, life-sized dinosaur in chalk in the playground. Measure it in metres using trundle wheels or tape measures. Then draw some smaller dinosaurs close by, making sure they are the right size too!</i></p> <p>Teacher Note <i>Choose a large dinosaur (its size will depend on how much playground space you have). A Tyrannosaurus rex measured approximately 12 metres long and 6 metres tall, while a Brachiosaurus measured a massive 15 metres tall and 26 metres long! There are lots of examples of small dinosaurs for the children to draw. For example, Compsognathus was tiny - just 60cm tall and 90cm long.</i></p>
9.	<p>What were the conditions like? Predict, investigate and make a fair test. Use drawings to communicate information.</p>	<p>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.</p>
10.	<p>What did dinosaurs eat? Predict, investigate and make a fair test. Use drawings to communicate information. Making observations and taking measurements.</p>	<p>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. Give the children some dinosaur fact cards and ask them to do a quick research to find out what the dinosaur likes to eat. 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. 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. 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.</p>
11.	SCIENCE	<p>Explain to the children that dinosaurs didn't have cheeks to hold their food so they swallowed it whole. Explain to the</p>

	<p>-observing closely, using simple equipment</p> <p>-performing simple tests</p> <p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>children that archaeologists have found fossils with stones where the stomach would have been. This has led them to think that the dinosaurs swallowed stones to help them grind the food (some birds today do this). Show the children some lettuce in a container with stones and a container without stones. Shake both containers as though the muscles grinding the food in the stomach, predict what will happen and look at the results. Think about making it a fair test.</p>
12.	<p>that simple levers and sliding mechanisms can be used to create movement that levers are used in products eg scissors, balances and moving books</p>	<p>Show the children a dinosaur book with moving parts. What did we like about this book? How was it different to a normal book we read? Talk about the moving parts with the children. What does the moving part do? How does it work? What effect does it have? ... Surprise? Does it show how something works? Does it work well?</p> <p>Tell the children that we can use sliders to help bring a book to life.</p> <p>Use some examples of a simple sliding mechanisms made from card or construction kits to discuss with the children how these mechanisms work. Teacher to show a picture of a dinosaur moving across the page using a sliding mechanism (two slits in the paper with a strip of card fitted through). Talk about how it was made. Look at both sides in order to explore the mechanisms. Tell the children that sliders may also be held in place through using 'guides' eg pipecleaners or stuck on card.</p> <p>Tell the children that they will be experimenting with making a slider in order to bring to life a picture. Which slider did they prefer?: Encourage them to experiment with both.</p>
13	<p>to make simple sliding and lever mechanisms to suggest ideas and explain what they are going to do</p> <p>to use drawings to represent products</p>	<p>Tell the children that today they will be designing their own dinosaur moving picture to take home. 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.</p> <p>AA/A: Provide the children with a sheet to plan their design and note down the materials needed as well as the method.</p> <p>BA/SEN: Children to draw their design and verbally discuss how to make it with the teacher.</p>

14	to model their ideas in card and paper to make their design using appropriate techniques	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.
15	to evaluate their product by discussing how well it works in relation to the purpose	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?
16	To use their bodies to find the beat/pulse of a piece of music. To know what a tune/melody is and sing/play a simple melody. To know what a microphone does.	Introduce Dino Stomp song, ready for parent's showcase. Learn the song and follow the rhythm with the stomps and arm actions. Practise using a microphone when performing the song. Discuss what it is used for.
17	ENGLISH Diary entry, describing a walk on the beach and what she found	Mary Anning - facts about a woman fossil hunter called Mary Anning http://www.bbc.co.uk/schools/primaryhistory/famouspeople/mary_anning/ 11.47 mins Meet Mary Anning and listen as she tells her life story. Look at images of her fossil discoveries including the first marine reptile ichthyosaur skeleton to be correctly identified, the first two plesiosaur skeletons ever found and some important fish fossils. Ask Mary questions about how she felt at certain points in her life such as when she was very poor, when she made her first fossil discovery or during her dangerous fossil hunting expeditions. Teacher Note <i>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</i>

		<p><i>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</i></p>
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