|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | Objectives | Activities | Resources | Cross Curricular links | SPAG | Oak Academy |
| 1 | * To use vocab of questioning and to know what a question mark is and when to use it
* To consider what they are going to write before beginning by planning or saying out loud what they are going to write about
* To consider what they are going to write by writing down key words including new vocabulary
* Proof read and edit work
* To learn how to use expanded noun phrases
 | * Write their news about the Christmas holidays
* Introduce story of ‘Tyrannosaurus Drip’ by Julia Donaldson.
* Predict events throughout the story.
* Drama to act out the story
* Think of adjectives to describe the two sets of dinosaurs.
 | Writing booksWord matsDinosaur Drip by Julia Donaldson | **Monday-PSHE** **Tuesday-Science****What questions can they think of to ask about dinosaurs?** I can name different dinosaurs and what they eat. Look at different teeth of animals and discuss what they might eat.**Wednesday-Art** I can paint a picture of a dinosaur**Thursday- Geography** –I can name different environments where a dinosaur might have lived **Friday- RE**. Who is a Christian and what do they believe | Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marksUsing Phase 3 and 5 phonics in their writing. | English <https://classroom.thenational.academy/units/baba-yaga-openings-0ab9>Maths [Numbers to 20 - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/numbers-to-20-82de)Science <https://classroom.thenational.academy/units/changing-materials-0397>PSHE[Stop the spread! - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/stop-the-spread-820a)RE<https://classroom.thenational.academy/units/judaism-7011>Geography<https://classroom.thenational.academy/units/understanding-brazil-1068>Music<https://classroom.thenational.academy/units/tempo-dynamics-timbre-35a0> |
| 2 | * To consider what they are going to write before beginning by planning or saying out loud what they are going to write about
* To consider what they are going to write by writing down key words including new vocabulary
* Proof read and edit work
* To learn how to use expanded noun phrases
 | * Reading a range of information books/ interactive fact files about dinosaurs.
* Write a fact-file about a dinosaur of their choice.
* Label dinosaur pictures.
* Invent own dinosaur- what would it look like? What would it like/ dislike?
* Use positional vocabulary
 | Dinosaur storiesPictures of dinosaursVideos of dinosaurs | **Monday-PSHE** **Tuesday-Science** I can explain the difference between a carnivore, herbivore and omnivore.**Wednesday-Art** I can make a clay model of a dinosaur.**Thursday- Geography** –I can name different environments where a dinosaur might have lived **Friday- RE**. Who is a Christian and what do they believe | Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marksUsing Phase 3 and 5 phonics in their writing. | English<https://classroom.thenational.academy/units/baba-yaga-openings-0ab9>Maths <https://classroom.thenational.academy/units/addition-and-subtraction-of-2-digit-numbers-regrouping-and-adjusting-50ad>Science <https://classroom.thenational.academy/units/changing-materials-0397>PSHE [Stop the spread! - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/stop-the-spread-820a)RE<https://classroom.thenational.academy/units/judaism-7011>Geography<https://classroom.thenational.academy/units/understanding-brazil-1068>Music<https://classroom.thenational.academy/units/tempo-dynamics-timbre-35a0> |
| 3NarrativeFact book about dinosaurs and fossils | * Proof read and edit work
* To consider what they are going to write before beginning by planning or saying out loud what they are going to write about
* To learn how to use expanded noun phrases
 | * Introduce Mary Anning
* Discuss what she did and why she is famous
* Write a short biography of her
* Reading information, diary extract of Mary Anning.
* Hot seating, drama activities in role of Mary Anning.
* Write a diary extract of what might have been in Mary Anning’s diary whilst she is searching for fossils.
 | [Mary Anning – Fossil Hunter - Bing video](https://www.bing.com/videos/search?q=mary+anning+youtube&docid=608016216827233065&mid=50A5438585F122F0F96C50A5438585F122F0F96C&view=detail&FORM=VIRE)Real fossils and pictures to look at. | **Monday-PSHE-****Tuesday-History**Who is Mary Anning? **Wednesday-Art**- I can look at real fossils and complete an observational drawing of one.**Thursday-Science** make a jelly fossil**Friday- RE** Who is a Christian and what do they believe? | Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marksUsing Phase 3 and 5 phonics in their writing. | English <https://classroom.thenational.academy/units/the-eagle-who-thought-he-was-a-chicken-characters-and-problems-b035>Maths <https://classroom.thenational.academy/units/money-4a71>Science <https://classroom.thenational.academy/units/changing-materials-0397>PSHE [Stop the spread! - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/stop-the-spread-820a)RE<https://classroom.thenational.academy/units/judaism-7011>Geography<https://classroom.thenational.academy/units/understanding-brazil-1068>Music<https://classroom.thenational.academy/units/tempo-dynamics-timbre-35a0> |
| 4Narrative | * Proof read and edit work
* To consider what they are going to write before beginning by planning or saying out loud what they are going to write about
* To learn how to use expanded noun phrases
* To write set of instructions
 | * Look at a variety of instructions and discuss what makes them so
* Steps, time conjunctions, imperative verbs-can they spot them?
* Write a set of short instructions about how to make jelly fossils.
 | Examples of written instructions.Writing booksWord mats | **Monday-PSHE-****Tuesday-Science** I can complete a drawing of a dinosaur skeleton using my knowledge of fossils and types of dinosaurs.**Wednesday-**geography what are the oceans?**Thursday-DT/Art** make a paper plate dinosaur**Friday- RE** Who is a Christian and what do they believe?  | Sentences with different forms: statement, question, exclamation, command using some features of written Standard English | English <https://classroom.thenational.academy/units/the-eagle-who-thought-he-was-a-chicken-characters-and-problems-b035>Maths <https://classroom.thenational.academy/units/money-4a71>Science <https://classroom.thenational.academy/units/changing-materials-0397>PSHE[Stop the spread! - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/stop-the-spread-820a)RE<https://classroom.thenational.academy/units/judaism-7011>Geography<https://classroom.thenational.academy/units/understanding-brazil-1068>Music<https://classroom.thenational.academy/units/tempo-dynamics-timbre-35a0> |
| 5 | * Proof read and edit work
* To consider what they are going to write before beginning by planning or saying out loud what they are going to write about
* To learn how to use expanded noun phrases
* To write set of instructions
 | * Read a selection of dinosaur poems
* Look at different shape poems
* Can they find the words/verbs/ adjectives that make it like a dinosaur?
* Generate a list of vocabulary about dinosaurs to do with appearance, sound and behaviour
* Write their own dinosaur shape poem
 | Writing booksWord matsExamples of shape poems | **Monday-PSHE-****Tuesday-Science/Art**I can make my own fossil using playdoh and plaster of Paris **Wednesday- Art** Art/DT make a dinosaur skeleton using white paper on black **Thursday- Geography** I can locate where in the world different fossils have been found**Friday- RE** Who is a Christian and what do they believe?  | Full stopsCapital lettersFinger spacesAdjectives | English<https://classroom.thenational.academy/units/persuasion-why-you-should-never-light-fires-in-a-dry-forest-6fe4>Maths <https://classroom.thenational.academy/units/multiplication-and-division-2-5-and-10-31bd>Science <https://classroom.thenational.academy/units/changing-materials-0397>PSHE[Stop the spread! - Oak National Academy (thenational.academy)](https://classroom.thenational.academy/units/stop-the-spread-820a)RE<https://classroom.thenational.academy/units/judaism-7011>Geography<https://classroom.thenational.academy/units/understanding-brazil-1068>Music<https://classroom.thenational.academy/units/tempo-dynamics-timbre-35a>0 |
| 6 | * I know the features of a poem
* I can use the necessary features to write an onomatopoeia poem
 | * Read a selection of dinosaur poems
* Look at different shape poems
* Can they find the words/verbs/ adjectives that make it like a dinosaur?
* Generate a list of vocabulary about dinosaurs to do with appearance, sound and behaviour
* Drama –pretending to be dinosaurs moving around
* Write their own poem using onomatopoeia
 | Writing booksWord matsExamples of poems | **Monday-PSHE-**Keeping safe**Tuesday-**Science finishing off **Wednesday-** Art Finishing off **Thursday-**Dinosaur/fossil museum**Friday- RE** Who is a Christian and what do they believe? | Full stopsCapital lettersFinger spacesAdjectives | English<https://classroom.thenational.academy/units/persuasion-why-you-should-never-light-fires-in-a-dry-forest-6fe4>Maths <https://classroom.thenational.academy/units/multiplication-and-division-2-5-and-10-31bd>Science <https://classroom.thenational.academy/units/changing-materials-0397>PSHERE<https://classroom.thenational.academy/units/judaism-7011>Geography<https://classroom.thenational.academy/units/understanding-brazil-1068>Music<https://classroom.thenational.academy/units/tempo-dynamics-timbre-35a>0  |