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| 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 books  Word mats  Dinosaur 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 marks  Using 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 stories  Pictures of dinosaurs  Videos 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 marks  Using 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> |
| 3  Narrative  Fact 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 marks  Using 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> |
| 4  Narrative | * 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 books  Word 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 books  Word mats  Examples 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 stops  Capital letters  Finger spaces  Adjectives | 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 books  Word mats  Examples 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 stops  Capital letters  Finger spaces  Adjectives | 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  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 |