






Field of Study Overview Spring 1 2023

Field of Study: Dinosaur

Curriculum Converter:   

Overview: This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.

In the Dangerous Dinosaurs project, your child will find out about prehistoric animals that lived on Earth. They will learn facts about dinosaurs and discover how big some of these giant creatures were. They will learn about the difference between carnivores and herbivores. They will also find out about the animals that lived after the dinosaurs and which modern-day animals have prehistoric relatives.

Supporting your child at home:

Go onto the Natural History Museum website and look at interesting facts about dinosaurs together.
 Go to the CBeebies Dinosaurs website and explore the games and videos together.
 Look up interesting dinosaur facts to share with the class.
 Share and discuss the Did you know? resource.

Pit-stop: Giant Dinosaur Poo found on the field- investigation	Why this? (Possible Misconceptions) Cohort have expressed an interest in dinosaurs through observation and play.	Why now? Develop understanding of children’s sense of past. Encourage engagement of whole class in CP activities.... Following children’s interests.
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Key Texts: The Christmasaurus (Picture Book) Dear Dinosaur If I had a Dinosaur Little Kids First Big Book of Dinosaurs Cave Baby	Linked texts: (these need to be displayed with your FOS) Dinosaur Roar! The Really, Really Big Dinosaur Saturday Night at the Dinosaur Stomp	Class Context: Knowledge based topic that can engage and motivate, increasing cultural capital of children who may not have been exposed to the factual information surrounding dinosaurs. Opportunity to develop and broaden vocabulary. Emphasis on speech and language tasks by creating invitations to play that generate awe and wonder. Focus on understanding the world which is an area for development for many children in the cohort.
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Trips N/A	Visitors Teach Rex- Investigate Funding	Primary/Secondary sources of evidence:	
Notable dates: Stay and Play Session Shrove Tuesday	Bespoke experiences: Begin topic with frozen egg (inspired by Christmasaurus) to create awe and wonder!	Parental Pit-stop? Stay and Play Session Finale?	Local Community link Megalosaurus discovered in Oxford... Megalosaurus was a nine-metre-long Jurassic carnivore. Its fossilised remains was first discovered in the late 18th century in the small village of Stonesfield, about 15km north of the Museum.

Hook	Harness			Deepen	Demonstrate
<i>Hook is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning and complete their FoS Pit-Stop (Link, Lock and Load)</i>	<i>Harness is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.</i>			<i>Deepen is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.</i>	<i>Demonstrate gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements. This incorporates a finale.</i>
	Week 1 Frozen Dinosaur Egg	Week 2 Dinosaur Adventures	Week 3 Fact Finders	Week 4/5 Dear Dinosaur	Week 6 Designing a Dinosaur
Texts	The Christmasaurus	Dinosaur Roar!	Little Kids Big Book of Dinosaurs	Dear Dinosaur	If I had a Dinosaur
Focus	Develop the awe and wonder of our learning by introducing the children to the frozen dinosaur egg. Letter to be sent alongside a package with the frozen egg inside. Children to look after the egg and find out what could be inside. Specific knowledge: Living things like dinosaurs, plesiosaurs and pterosaurs lived millions of years ago. A palaeontologist studies fossils of living things from the past. Skills: Ask a relevant scientific question to find out more, explain how things work and why they might happen	Skills and knowledge to develop: Dinosaurs are prehistoric animals that lived millions of years ago. Some prehistoric animals, including dinosaurs are extinct. Dinosaur remains are called fossils. Carnivores are animals that eat other animals. Herbivores are animals that eat plants. A palaeontologist is a scientist that studies fossils.	Skills and knowledge to develop: Dinosaurs are prehistoric animals that lived millions of years ago. Dinosaurs are extinct. Dinosaur remains are called fossils. Carnivores are animals that eat other animals. Herbivores are animals that eat plants. A palaeontologist is a scientist that studies fossils.	Skills and knowledge to develop: Engage in extended conversations about stories and, with support, make links to other familiar stories Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. During small group or one to one discussions, ask questions to find out more and understand what has been said to them.	Demonstrate their knowledge of dinosaurs by creating their own dinosaur. What would they look like- big, small, feathers, scales or fur? What would they eat? Where might they live? How would they move?

PSED	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Show resilience and perseverance in the face of challenge.	Develop their sense of responsibility and membership of a community.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them
PD – Fine Motor	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.				Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
PD – Gross Motor	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Start taking part in some group activities which they make up for themselves, or in teams.
Communication and Language	Throughout the term the children will be given opportunities to: <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	Key vocabulary: museum, volcano, swamp, fossil Question words include who, why, what, when, where and how.	Key vocabulary: carnivore, herbivore, fossil, extinct, skeleton, armour, bone, spike, plate, horn	Key vocabulary: museum, letter, questions,	Key Vocabulary: create, design
Literacy	Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Engage in extended conversations about stories, learning new vocabulary.				
Maths	Number 3 (Subitising)	Number 3 (Composition)	Number 4 (Subitising)	Number 5 (Subitising)	Number 5 (Composition)
Understanding the World	Use all their senses in hands-on exploration of natural materials. <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 				
Expressive Arts and Design	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures 	

	face with a circle and including details			
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