How many dinosaurs roamed the Earth?

Curriculum Driver

Year 3 Summer Term
Topic Question: How many dinosaurs roamed the Earth?

Linked people of study: Mary Anning Palaeontologist
William Buckland Palaeontologist

Linked texts:
I f I had a dinosaur by Alex Barrow, Dinosaur Lady, Stone girl Bone Girl, Mary Anning, Dinosaurium, A-Z of dinosaurs, The girl who cracked open the world,, Atlas of dinosaur Adventures, Film: Night at the Museum, NHS Change 4 life

Trips/Visitors: Carnglaze Caverns

Topic Composite/Finale: T-Rex Tea Party Children to shared topic work.

Year 3 Future Learning Link: Y3 Plants

TROON COMMUNITY PRIMARY SCHOOL AND NURSERY
To be the best we can...

Science

Intent: To have a good understanding of what a rock is, the different kinds of rocks and fossils and how they are formed. Can identify the different properties of rocks and fossils.

To understand that humans get nutrition from what they eat.
To be able to identify why skeletons and muscles are vital to our bodies. Children use NHS Change 4 Life materials to support learning in this area.

Skills, and Knowledge Components Focus

- Compare and group together different types of rocks on the basis of their appearance and simple physical properties.
- Describe in simple term how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Sticky Knowledge:

- I know that fossils are records of life built into stone.
- I know that palaeontologist's explore fossils to discover what the dinosaurs were like.
- I know that a rock is made up of grains that are packed together.
- I know that in soil you find sand, small stones, bits of leaves and roots.
- I know that the different types of rocks are igneous, metamorphic and sedimentary.
- The spine is made up of 33 bones and the smallest bone is found in our ear.
- Muscles make up 40% of our body weight and our smallest muscle is found in our ear.
- The longest bone in the human body is the thigh bone called the Femur.
- When we are born we have 300 bones in our body, by the time we are adults we have 206 because some bones have fused together.
- I know that animals and humans need the right amount of nutrition and they get nutrition from what they eat.
- I know what a healthy meal is.

Key Vocabulary: nutrition, skeleton, muscles, bones, diet, joint, pelvis, spine, cartilage, rib cage, tendon, carbohydrate, protein, dairy, minerals, vitamins, fossils, rock, igneous, metamorphic, sedimentary, sediment, soil

Subject Composite: Children use Stop Animation to create videos explaining how rocks and fossils are formed.
Soup making in DT

History

Intent: Children have an understanding of where dinosaurs and dinosaur discovery fits in with our timeline and how this has impacted our lives today.

Skills, and Knowledge Components Focus

- Order events over a larger time-scale.
- Distinguishing between fact and opinions and given reasons.
- Children pose own questions to gain an understanding of the topic.
- Question why something happened and how it impacted people

Sticky Knowledge:

- A palaeontologist is a scientist who studies fossil.
- I know the timeline of the dinosaurs started approx. 248 million years ago with the Triassic Period. The Jurassic period was approx. 206 million years ago.
- The cretaceous period was approx. 146 million years ago.
- Dinosaurs lived for approx. 160 million years.
- The word 'dinosaur' comes from Greek meaning 'Terrible Lizard'
- Birds are the only surviving dinosaurs.

Key Vocabulary: Pallentologist, Triassic, Jurassic, cretaceous, fossil, extinction, reptiles, existed, period, million

Subject Composite: Dinosaur topic book to share with parents/carers and governors at a T-Rex Tea Party!

Impact: Children will have a good understanding of the timeline of dinosaurs and the different periods. Children will be able to orally share their learning with a real audience.

Art

Intent: Children will develop their sketching skills using a range a pencils and effects.

Skills, and Knowledge Components Focus

- Different pencils for different purpose and effects.
- Draw outlines with reference to size and shape.
- Begin to use a sketchbook for practice and begin to show development of their ideas and to explore technique and composition.
- Respond to the work of others and say how it makes them feel or think and give reasons as to why.

Sticky Knowledge:

- I know that pencils are graded to distinguish how hard or soft the pencil lead is.
- I know that the pencil will get darker the higher the number (e.g. a 2b is lighter than a 7b)
- I know that cross hatching is where pencil marks cross over each other.

Key Vocabulary: grade, gradient, marks, texture, hatching, cross hatching, stippling, random hatching, vertical, horizontal, vertical

Subject Composite: Observational drawing of a fossil in sketch books.

Impact: Children choose to use a range of different pencils when sketching and can talk about their choices for using different gradients.

DT

Intent: Children can make a simple soup using vegetables, pulses, herbs and spices.

Skills, and Knowledge Components Focus

- Understand what a healthy, varied and balanced diet is.
- Choose, prepare and cook dishes using some cooking techniques.
- Understand where fruit, vegetables, meat and meat products come from.
- Select and name appropriate tools and equipment needed from a suggested range

Sticky Knowledge:

- I know what a healthy, varied and balance diet is.
- I know that I can cook meals using a few basic ingredients such as vegetables and herbs.
- I know which vegetables need peeling and the tools needed to do this.
- I can use chopping, slicing and dicing techniques when cutting vegetables.
- I know that simmering is a technique by which foods are cooked in hot liquid.
- I know that sweating is the gentle heating of vegetables in a little oil.

Key Vocabulary: lever, rigid, pivot, slot, slider, flap, mechanism, model, hinge, rotate, strong, stiffer

Subject Composite: Design and make own soup and class recipe book.

Impact: Children understand that simple healthy meals can be created at home. Children compare the cost of the vegetables to a tin of ready made soup and realise that home made soup is not only healthier but more cost effective too. Children ask to recreate or try new recipes at home.

Computing

Intent: Children use Microsoft applications to create a recipe card for a class book.

Children use Stop Motion To create a simple animation of how fossils and rocks are formed.

Skills, and Knowledge Components Focus

- Use different fonts sizes, colours and images to communicate meaning for a given audience.
- retrieve digital content.
- Use technology to present data and digital content.
- Continue to use technology safely and respectfully.

Sticky Knowledge:

- I know how to use Stop Motion to create a simple animation.
- I know that animation makes something look like its moving. This can be drawings, models or objects.
- To create an animation I need to take a series of photos to make an object look like it is moving.
- I know that I need to think carefully about the text colour and font choices I make to suit the purpose.
- I know how to import an image taken on an ipad.

Key Vocabulary: font, Word, Publisher, copy, paste, size, colour, text, edit, image, save, ipad, animation, frame, background, Stop Motion, series, images, upload, purpose

Subject Composite: Children to create a recipe card for their soup.
Child to create a Stop Motion animation explaining how fossils are made.

Impact: Children have a basic understanding of how Stop Motion works and can make their simple animations at home. Children put thought into decisions when using word processing.