

**Topic Name: Ourselves and Dinosaurs**  
**Class and Year Groups: Lower Unit – Reception and Year One**

<p><b>SUCCESS CRITERIA:</b>  <b>On the completion of this topic pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about the season of autumn</li> <li>• Identify and name many parts of the face and body</li> <li>• Name which part of their body is responsible for each sense</li> <li>• Talk about how to keep our teeth healthy</li> <li>• Identify and name a variety of carnivores, herbivores and omnivores.</li> <li>• Talk about similarities and differences between how we live now and how our grandparents might have lived as children</li> <li>• Use different media to draw their face</li> <li>• Make a dinosaur with many moving parts</li> <li>• Name, locate and describe the four countries of the UK</li> <li>• (Y1) Name the four capital cities of the UK</li> <li>• Move safely in a variety of different ways</li> </ul>	<p><b>KEY FOCUS AREAS:</b></p> <p>Seasonal and daily weather patterns - autumn</p> <p>Science - Identify, name, draw and label parts of the body. Link senses to parts of the body          -Learn about how to keep our teeth healthy          -Identify and name a variety of carnivores, omnivores and herbivores</p> <p>Geography - Learn about the four countries of the UK</p> <p>History - Changes within living memory - Our own lives and our Grandparents lives</p> <p>Art - YR - painting / Y1 - using pastels - to draw a picture of their own face          DT - Explore moving parts and make our own moving dinosaur</p> <p>ICT - Online safety</p> <p>PE - Mastering basic skills, including running and jumping.</p>	
<b>TOPIC FOCUS and CONTENT:</b>		
<p><b>Geography – Year One: Learning about the countries of the UK:</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Understanding the World – Reception:</b>          ELG</p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>	<p><b>Science – Year One:</b></p> <p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>	<p><b>KEY QUESTIONS (linking to topic factsheet):</b></p> <ul style="list-style-type: none"> <li>• What is it like in England in the autumn?</li> <li>• What does a carnivore eat?</li> <li>• How do we know what a herbivore eats, by looking at their teeth?</li> <li>• Can you point to your_____?</li> <li>• How can we keep our teeth healthy?</li> <li>• What is different about a television now, compared to a television in the past?</li> <li>• How have you changed since you were a baby?</li> <li>• Can you name the four countries of the UK?</li> <li>• (Y1) What are the four capital cities called?</li> <li>• How can we make the dinosaurs leg move?</li> </ul>
<p><b>KEY VOCABULARY:</b></p> <p>Autumn, changes, past, present, future, carnivore, omnivore, herbivore, teeth, toothbrush, sugar, hair, leg, toes etc, senses, taste, touch, smell, hear, taste, similar, different, like, dislike, England, Northern Ireland, Scotland, Wales. United Kingdom, London, Belfast, Edinburgh, Cardiff.</p>	<p><b>Understanding the World – Reception:</b></p> <p><b>Animals:</b>          ELG</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals.</li> </ul>	<p style="text-align: center;"><b>Opportunities for Extension</b></p> <ul style="list-style-type: none"> <li>• Differentiated activities</li> <li>• A focus on questioning to deepen understanding</li> <li>• A wide array of opportunities to use their skills in a variety of situations</li> <li>• Opportunities for children to 'teach' those who are struggling, in order to consolidate their own understanding.</li> </ul>

**History – Year One:****Changes in our own lives and our Grandparents lives:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

**Understanding the World – Reception:****Changes in our own lives:**

ELG

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Talk about the lives of the people around them and their roles in society.

**Design and Technology:****Making a moving dinosaur:**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Expressive arts and design – Reception:****Making a moving dinosaur:**

ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**ICT/COMPUTING – Year One:****Online Safety:**

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.

**ENGLISH:**

Labelling the parts of the body.

Writing lists and describing dinosaurs.

Year One:

Key writing focus - always using finger spaces, hearing all the sounds in each word we want to write, spelling phase 3 tricky words correctly and reading our work back, to make sure it makes sense.

Handwriting - The ladder family - l, t, i, u, y, j

Reception:

Key writing focus - mark making, hearing and writing at least the first sound in each word we want to write, writing words, name writing, talking about what we want to write and writing for different purposes in different areas of provision.

Handwriting - The ladder family - l, t, i, u, y, j

**MATHS:****Year One:**

- Place value to 10
- Addition and Subtraction to 10

**Reception:**

- Numbers to 5
- Careful counting
- Sorting within 5
- One more/less to 5

<p><b>COMMUNICATION AND LANGUAGE – Reception:</b></p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<p><b>SMSC/PSHE/BRITISH VALUES – Reception and Year One:</b></p> <p>PSHE/HRE - SCARF - Me and My Relationships</p> <ul style="list-style-type: none"> <li>about what rules are, why they are needed, and why different rules are needed</li> <li>about different types of families including those that may be different to their own</li> <li>simple strategies to resolve arguments between friends positively</li> <li>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>about how to treat themselves and others with respect; how to be polite and courteous</li> <li>about different feelings that humans can experience</li> <li>how to recognise and name different feelings</li> <li>how feelings can affect people's bodies and how they behave</li> <li>how to recognise what others might be feeling</li> <li>to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>about ways of sharing feelings; a range of words to describe feelings</li> <li>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>about rules and age restrictions that keep us safe</li> </ul>
<p><b>ENRICHMENT and VERTICAL DRIVERS:</b></p> <ul style="list-style-type: none"> <li>Vertical Driver - - Celebration of Diversity - Courageous Advocacy</li> </ul>	<p><b>PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT – Reception: SCARF - Me and My Relationships</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Work and play cooperatively and take turns with others</li> <li>Form positive attachments to adults and friendships with peers</li> </ul>

<p><b>PHYSICAL DEVELOPMENT – Year One:</b></p> <p><b>Master running, jumping and moving in different ways:</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping and begin to apply these in a range of activities.</li> </ul> <p><b>PHYSICAL DEVELOPMENT – Reception:</b></p> <p><b>Master running, jumping and moving in different ways:</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<p><b>Music – Year One:</b></p> <p><b>Charanga: Round and Round</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Expressive arts and design – Reception:</b></p> <p><b>Charanga: Me!</b></p> <p>ELG:</p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul>
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## ASSESSMENT DESCRIPTORS - Progression of Skills, Knowledge and Understanding

### Geography Targets – As a Year One Geographer

#### Geographical Enquiry:

- Teacher led enquiries, to ask and respond to simple closed questions.
- Use information books/pictures, aerial maps as sources of information.
- Make observations about where things are e.g. within school or local area.

#### Place Knowledge:

- Recognise that it is about a place.
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
- Become familiar with the uses of picture maps and globes

#### Geographical Skill and Fieldwork:

- relative vocabulary (e.g. bigger/smaller, like/dislike)
- Look down on objects eg use an aerial photo to make a plan view map.

#### Human and Physical:

- Identify seasonal and daily weather patterns in the United Kingdom.

### History Targets: As a Year One Historian

#### Chronological understanding

- Sequence events in their life Sequence 3 or 4 artefacts/pictures from distinctly different periods of time
- Match artefacts to specific time periods

#### Range and depth of historical knowledge

- Recognise the difference between past and present in their own and others lives
- They know and recount episodes from stories about the past

#### Interpretations of history

- Listen to adults talking about the past and ask questions
- Think of different ways we can find out about the past.

#### Historical enquiry

- Find answers to simple questions about the past from sources of information e.g. artefacts

### Design Technology Targets: As a Year One Designer

#### Developing, planning and communicating ideas.

- Draw on their own experience to help generate ideas
- Model their ideas in card and paper
- Develop their design ideas applying findings from their earlier research

#### Working with tools, equipment, materials and components to make quality products (inc food)

- Make their design using appropriate techniques
- With help measure, mark out, cut and shape a range of materials
- Use tools e.g. scissors and a hole punch safely
- Assemble, join and combine materials and components together using a variety of

#### temporary methods

#### Evaluating processes and products

- Evaluate their product by discussing how well it works in relation to the purpose
- Evaluate their products as they are developed, identifying strengths and possible changes t they might make

### Science Targets – As a Year One Scientist

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- identify and classify
- use their observations and ideas to suggest answers to questions
- they should be encouraged to be curious and ask questions about what they notice
- they should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.
- they should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways

### Music Targets – As a Year One Musician

- To find their singing voice and use their voices confidently.
- Follow pitch movements with their hands and use high, low and middle voices.
- Sing songs expressively.
- Sing with an awareness of other performers.
- Recall and remember short songs and sequences and patterns of sounds.
- Identify different sound sources.
- Identify the pulse in different pieces of music.
- Perform a rhythm to a given pulse.
- Identify the pulse and join in getting faster and slower together.
- Accompany a chant or song by clapping or playing the pulse or rhythm.
- Identify and name classroom instruments.
- Play instruments in different ways and create sound effects. Handle and play instruments with control.

### PE Targets – As a Year One child

- Attempt to run at different speeds showing an awareness of technique.
- Run at the appropriate speed over longer distances or for longer periods of time.
- Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
- Begin to link running and jumping movements with some control.
- Jump, leap and hop and choosing which allows them to jump the furthest.
- Link running, jumping and hopping actions with greater control and co-ordination.
- Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment.

