



Year 1 Curriculum Term 3

Topic Title: Dino Planet	
English	Maths
<p>Reading</p> <p>In Year 1 it is imperative to adopt a personalised approach tailored to each child's proficiency level. Assessing the reading abilities of individual students is paramount in order to provide appropriate support and challenges. For those requiring additional assistance, targeted interventions and focused guidance will be implemented to accelerate progress. For advanced readers, enriching activities and complex texts will be introduced to deepen comprehension and enhance critical thinking skills. Regular assessments and progress monitoring will be conducted to track development and adjust interventions accordingly. Furthermore, fostering a love for reading and promoting independent learning are integral components of the reading curriculum. By cultivating a nurturing and stimulating environment, each child is empowered to reach their fullest potential in reading.</p> <p>Writing – fiction</p> <p>This term our text is Lost and Found.</p> <p>Endpoints:</p> <ol style="list-style-type: none">Describing Settings: Students can effectively describe the settings of 'Lost and Found' and their unique characteristics using adjectives.Understanding Suffixes: Students can correctly use the suffix -ing with a range of verbs.Capital Letters: Students can identify and correctly use capital letters for the days of the week and proper nouns.Effective Questioning: Students can formulate questions about the story and answer them with complete sentences.Character Insights: Students can retell essential details about the main characters, discussing their roles and feelings.	<p>Place Value (Within 20)</p> <ol style="list-style-type: none">Count within 20<ul style="list-style-type: none">accurately count forwards and backwards within 20, starting from any given number within that range. They should demonstrate clear pronunciation of numbers and a firm understanding of the sequence.Understand "10"<ul style="list-style-type: none">recognise the number 10 as a base for our number system and be able to count to and from 10 using objects, pictures, and numerals.Understand "11, 12 and 13"<ul style="list-style-type: none">identify, represent, and utilise numbers 11, 12, and 13 across different contexts, such as counting objects, using numerals, or through pictorial representations.Understand "14, 15 and 16"<ul style="list-style-type: none">understand the quantities associated with 14, 15, and 16, connecting these numbers to real-world items and activities, and representing them in various formats, including spoken and written forms.Understand "17, 18, and 19"<ul style="list-style-type: none">recognise, articulate, and use numbers 17, 18, and 19 in numerical and practical activities, ensuring they can distinguish between these and smaller numbers.Understand "20"<ul style="list-style-type: none">concept of 20, being able to count to and from 20, recognise it in numeral form, and understand it as a significant numerical milestone.1 More and 1 Less<ul style="list-style-type: none">determine one more and one less than any given number up to 20, performing this task with speed and accuracy.The Number Line to 20

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6. **Story Innovation:** Students can create a unique version of 'Lost and Found,' changing elements like characters, settings, or the plot.
7. **Sharing and Listening:** Students can share their stories with classmates, demonstrating good listening skills and showing respect for others' ideas.

Writing – non-fiction

This term we are looking at an explanation text – How to tell if a dinosaur is a carnivore, herbivore or omnivore.

Endpoints:

1. Students will understand the structure of an explanation text and be able to write their own using the correct linking words.
2. Students will recognise and use question marks correctly in their writing.
3. Students will be able to form questions using key question words.
4. Students will learn how to spell the days of the week.
5. Students will demonstrate their learning by writing and presenting an explanation text on how to determine a dinosaur's diet.

- the concept of a number line and be able to use it to help with counting, demonstrating the ability to point to and label numbers correctly up to 20.

9. Use a Number Line to 20

- actively use a number line as a tool for addition and subtraction within 20, including identifying positions and intervals.

10. Estimate on a Number Line to 20

- develop early estimating skills, being able to approximate the position of numbers up to 20 on a blank number line.

11. Compare Numbers to 20

- compare two numbers within the range of 1 to 20, using terms like "more than", "less than", or "equal to" accurately.

12. Order Numbers to 20

- putting numbers up to 20 in ascending and descending order, whether presented with numerals, objects, or pictorial representations.

Addition and Subtraction Within 20

1) Add by Counting On within 20

- perform addition within 20 by starting with the larger number and counting on. This includes using mental arithmetic and counting aids such as fingers or number lines to find the sum.

2) Add Ones Using Number Bonds

- use number bonds to add single-digit numbers to other numbers within 20, recognising the relationships between numbers that help facilitate quicker addition.

3) Find and Make Number Bonds to 20

- identify and create all possible number pairs (bonds) that sum up to 20. Mastery of this endpoint ensures a strong foundational understanding of how numbers relate to each other within this range.

4) Doubles

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- calculate doubles of numbers up to 10. This involves memory recall of simple doubling facts and their applications in adding identical numbers.
- 5) Near Doubles**
- use their knowledge of doubles to solve near doubles. For example, knowing that double 5 is 10 can help them work out that $5 + 6$ is 11 by adding one more to the double.
- 6) Subtract Ones Using Number Bonds**
- knowledge of number bonds in subtraction within 20 by understanding which number needs to be subtracted from a total (20 or less) to leave the other number in the bond.
- 7) Subtraction – Counting Back**
- perform subtraction by counting back from a number. This skill requires a solid understanding of the sequence of numbers and their ordinality.
- 8) Subtraction – Finding the Difference**
- calculate the difference between two numbers by finding out how many more needs to be added to the smaller number to equal the larger number, strengthening their conceptual understanding of subtraction as difference.
- 9) Related Facts**
- find related addition and subtraction facts within 20 to support their understanding of the inverse relationship between addition and subtraction, enhancing their ability to compute both operations more fluently.
- 10) Missing Number Problems**
- missing number problems, involving both addition and subtraction, where a component of the equation is unknown (e.g., $7 + ? = 12$, or $15 - ? = 9$)

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RE	PSHE
<p>CORE:</p> <ul style="list-style-type: none">•Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.•Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.•Recognise that Jesus gives instructions to people about how to behave.•Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.•Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).•Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>Digging Deeper</p> <ul style="list-style-type: none">•Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.•Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.•Describe how Christians show their beliefs: for example, thanking God in prayer.•Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.•Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. <p>KNOWLEDGE</p> <p>BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none">•Christians believe Jesus brings good news for all people.	<p><u>Too much Selfie isn't Healthy</u></p> <ul style="list-style-type: none">• Kindness: showing love for others• Who's Missing? Developing an awareness of our surroundings and the people around us• The Smartest Giant in Town How can we help others? How have others helped us?• Who Looks After Me? Who looks after us? How can we show them our appreciation?• Teamwork, Monsters University: Working as a team to reach an end goal• Helping Boris Discussing simple rules to help keep us safe online (reflection and self-evaluation)

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- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

Music

Musicianship:

- Finding and keeping a steady beat
- Simple rhythmic patterns using long and short
- Simple melodic patterns using high and low
- Improvisation – F G A

Listen and Respond: Selection of songs (see overview)

Singing: Selection of songs (see overview)

Playing: Glockenspiel – notes FGA, CDA (3 levels)

Improvising and composition:

- Improvise with the Song – 1,2 or 3 notes (FGA), (DFG)
- Compose with the Song – FGACD, DFGAC

Performing: Perform and share what has taken place in the lesson

PE

Teacher Led: Fundamentals

Pupils learn the benefit of perseverance, resilience and the setting of personal best targets

Personal Learning Objectives

Show patience and resilience when reacting to something difficult.

Persevere with set tasks and show improvement through regular practice.

Fundamental Movement Skill

- Agility & Fitness – Reaction & Response
- Coordination – Send & Receive

Endpoints:

- Moving into space in game
- Predict opposition movements
- Accurate passing of equipment
- Use feint movements to outwit

TSC: Introduction to Invasion

Pupils will be given the opportunity to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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	<p>Pupils will be taught to: master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Fundamental Movement Skills addressed: Locomotor- Running, Walking, Hopping, Dodging, Jumping (height & distance) Body Control- Landing, Stretching, Balancing, Turning, Rolling, Stopping, Bending, Twisting Object Control- Throwing, Catching, Bouncing, Rolling, Kicking</p>
French	Computing
<p>An introduction to French including basic greetings, numbers, songs, some basic French phonics and stories.</p> <p>Songs include French vocabulary for numbers, days of the week, colours, feelings, seasons and greetings.</p>	<p>Programming A – Moving a Robot</p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem
Connected Curriculum	
Science	
Substantive Knowledge	Disciplinary Knowledge
<p>Reptile Day</p> <p>Definition: Reptiles are cold-blooded animals that lay eggs and have scales or scutes (armoured skin).</p> <p>Common Types:</p> <ul style="list-style-type: none"> Snakes Lizards Tortoises Crocodiles <p>Habitat: Reptiles can be found in many habitats, including forests, deserts, and rivers.</p> <p>Diet: Most reptiles eat plants, insects, or other small animals.</p> <p>Movement: Reptiles can crawl, swim, or climb, depending on the species.</p>	<p>Observing Reptiles</p> <p>When we observe reptiles, we can learn about:</p> <p>Movement: How they crawl, slither, or swim.</p> <p>Eating Habits: What they like to eat (e.g., insects, plants, small animals).</p> <p>Behaviour: How they interact with their environment and other animals.</p> <p>Exploring Care Needs</p> <p>Reptiles need specific conditions to thrive, including:</p> <p>Temperature: A warm environment, often needing a heat lamp.</p> <p>Diet: A balanced diet depending on species (e.g., insects for snakes, vegetables for tortoises).</p> <p>Habitat: Space to move freely, including areas to hide and bask.</p>

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Endpoints

1. Identify and name common reptiles.
2. Describe the basic characteristics of reptiles (cold-blooded, scales, etc.).
3. Explain how reptiles move, eat, and behave.
4. Draw and label a reptile accurately, using observations and researched facts.

Dino Dentist

Types of Dinosaurs

Herbivores: These dinosaurs ate plants. Some examples are:

Triceratops

Brachiosaurus

Carnivores: These dinosaurs ate meat. Some examples are:

Tyrannosaurus Rex

Velociraptor

Dinosaur Teeth

Dinosaur teeth were different depending on what they ate.

Herbivores had flat teeth for grinding plants.

Carnivores had sharp, pointed teeth for tearing meat.

Modern Day Comparisons

Today, animals also have different types of teeth based on their diets:

Herbivores (like cows): Flat teeth for chewing.

Carnivores (like lions): Sharp teeth for tearing.

Omnivores (like humans): A mix of flat and sharp teeth.

Endpoints

1. Identify and name different dinosaurs.
2. Explain the differences between herbivores and carnivores based on their teeth.
3. Compare dinosaur teeth to the teeth of modern animals, recognising similarities and differences.

Observe and Sort: Look at images of various dinosaur teeth and sort them into two groups: meat eaters (carnivores) and plant eaters (herbivores).

Create: Use clay to model either a herbivore or carnivore dinosaur tooth, explore creativity, and understand the physical properties of materials.

Research: Investigate the teeth of modern animals such as cats (carnivores), cows (herbivores), and humans (omnivores).

- [National Geographic Kids: Reptiles](#)
- [BBC Bitesize: Animals](#)
- [WWF: Reptiles Facts](#)
- [Science Kids: Reptiles](#)
- [National Geographic Kids - Dinosaurs](#)
- [BBC Bitesize - Dinosaurs](#)
- [Smithsonian - Dinosaur Teeth](#)

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Geography	
Substantive Knowledge	Disciplinary Knowledge
<p>Dinosaur Locations</p> <p>Continents</p> <p>A continent is a large area of land on Earth.</p> <p>There are seven continents on Earth.</p> <p>Africa</p> <p>Asia</p> <p>Europe</p> <p>North America</p> <p>South America</p> <p>Australia</p> <p>Antarctica</p> <p>Oceans</p> <p>An ocean is a vast body of saltwater that covers almost three-quarters of the Earth's surface.</p> <p>There are five oceans on Earth.</p> <p>Pacific Ocean</p> <p>Atlantic Ocean</p> <p>Indian Ocean</p> <p>Southern Ocean</p> <p>Arctic Ocean</p> <p>Maps</p> <p>A map is a drawing that represents a specific area, showing its features and boundaries.</p> <p>Maps can show continents and oceans.</p> <p>Maps use symbols and colours to represent different things.</p> <p>Compass Directions</p>	<p>Identifying Maps:</p> <p>Use color-coded maps to identify continents and oceans.</p> <p>Locate continents and oceans using visual cues and labels.</p> <p>Understanding the Characteristics:</p> <p>Learn basic facts about each continent and ocean.</p> <p>Recognize the differences in size and location of continents and oceans.</p> <p>Recognizing Key Features:</p> <p>Identify shapes of continents and understand what an ocean is.</p> <p>Label continents and oceans correctly on a blank map.</p> <ul style="list-style-type: none">• BBC Bitesize - Continents and Oceans• National Geographic Kids - World Continents and Oceans• DK Find Out! - Continents for Kids

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Directions are points of the compass such as north, south, east, and west.

Compasses are tools used to find directions on a map.

The compass rose on a map can help identify the cardinal directions.

Endpoints:

1. Identify and name the seven continents on a world map.
2. Identify and name the five oceans on a world map.
3. Use basic directional language to describe the location of continents and oceans (e.g., Africa is south of Europe).

Art

Substantive Knowledge

Dino Eggs

Understanding of different malleable materials such as mud, dough, and clay.

Knowledge of various ways to change the shape of materials through rolling, squeezing, and pressing.

Endpoints:

1. Students will be able to identify and name different malleable materials.
2. Students will be able to demonstrate different techniques to change the shape of materials.
3. Students will make salt dough

Students will use foil and sticks to make a dinosaur shape

Disciplinary Knowledge

Art skills:

Sculpting: Manipulating malleable materials to form specific shapes and structures.

Texture creation: Experimenting with various materials to create different textures.

Creative expression: Using imagination and personal choices to design unique dinosaur egg artworks

- [BBC Bitesize: Art and Design](#)
- [Topmarks: Art and Design](#)

History

Substantive Knowledge

Dinosaur Extinction

Timeline of Important Events or Concepts:

65 million years ago: Dinosaurs went extinct after a massive asteroid hit Earth.

Thousands of years ago: Humans discovered dinosaur fossils and started studying them.

Present day: Scientists continue to research and learn more about dinosaurs and their extinction.

Disciplinary Knowledge

Using Historical Sources: Students will be introduced to the concepts of primary and secondary sources, using examples related to dinosaurs and Mary Anning.

Chronological Understanding: Learners should be able to place the events of the dinosaur extinction and Mary Anning's life in a basic timeline relative to other historical events studied.

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Interesting Facts:

Some scientists believe that a huge asteroid caused the extinction of dinosaurs.

Not all dinosaurs went extinct – birds are considered descendants of some dinosaur species.

There are still many mysteries surrounding the exact cause of dinosaur extinction.

Endpoints:

By the end of this topic, students should know:

1. What dinosaurs are and when they lived.
2. How dinosaurs went extinct.
3. What fossils are and how they help us learn about dinosaurs.
4. Some interesting facts about dinosaurs and their extinction.

Mary Anning

Timeline of Mary Anning

1799: Mary Anning was born in Lyme Regis, England.

1811: Mary discovered her first complete Ichthyosaur skeleton at age 12.

1823: Mary discovered the first complete Plesiosaur skeleton.

1828: Anning made a significant find of a Pterosaur skeleton.

1847: Mary Anning passed away at the age of 47.

Interesting Facts:

Mary Anning was a self-taught palaeontologist who made ground-breaking discoveries in a male-dominated field.

Discuss Theories: Pupils should be encouraged to discuss and explore different theories about dinosaur extinction, developing early critical thinking skills

Role Models in Science: Discuss how Mary Anning serves as an influential figure in science, encouraging an understanding of how individuals can impact scientific knowledge.

- www.nhm.ac.uk
- www.bbc.co.uk/bitesize/subjects/zcw76sg
- Jurassic Coast Trust
- Mary Anning Rocks!
- Natural History Museum – Mary Anning

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She faced many challenges during her time due to gender and class discrimination but persisted in her fossil hunting.

Mary's findings provided crucial evidence for extinction theories and helped shape our understanding of prehistoric life.

She was known as the 'Princess of Palaeontology' and her contributions to science are still celebrated today.

Endpoints:

1. Understand who Mary Anning was and why she is significant in history.
2. Know key vocabulary related to fossils and palaeontology.
3. Be able to sequence major events in Mary Anning's life.
4. Recognize the importance of Mary Anning's discoveries in shaping our knowledge of prehistoric life.
5. Appreciate the determination and perseverance shown by Mary Anning in her scientific pursuits.

Design and Technology

Substantive Knowledge

Sockosaurus Rex

Sockosaurus Rex: A fun and imaginative dinosaur-themed craft project involving the design and decoration of a sock to resemble a dinosaur.

Materials: Brightly coloured sock, felt fabric, googly eyes, sewing materials, decorative embellishments such as sequins or pom poms.

Decorative Techniques: Techniques like sticking or sewing felt, googly eyes, and other embellishments onto the sock.

Creativity: Encouraging children to use their imagination and creativity to bring their Sockosaurus Rex to life.

Safety: Ensuring that children use materials safely and under supervision.

Endpoints:

Disciplinary Knowledge

Designing the Sockosaurus Rex

Brainstorming ideas for the design.

Selecting materials based on the design brief.

Planning the layout of decorations on the sock.

Decorating the Sock

Cutting felt into desired shapes for decoration.

Using fabric glue or sewing materials to attach decorations securely.

Crafting a unique and colourful Sockosaurus Rex design.

Evaluating the Design

Assessing the appearance and functionality of the completed Sockosaurus Rex.

Reflecting on the design process and suggesting improvements for future projects.

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1. Identify and explain the materials needed to decorate a sock to create a sock dinosaur.
2. Demonstrate sticking or sewing skills when attaching felt, googly eyes, and other decorative materials to a sock.
3. Create a Sockosaurus Rex following their design plan.
4. Reflect on the success of their design and suggest improvements.

Presenting their creation to peers and explaining the design choices made.

- [BBC Bitesize - Design and Technology](#)
- [Twinkl - Design and Technology Resources](#)

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