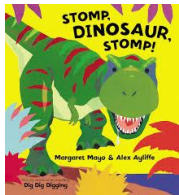
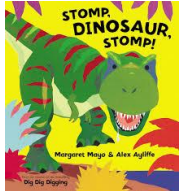
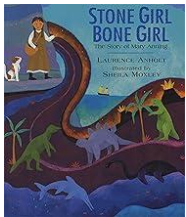
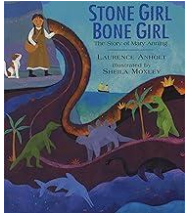
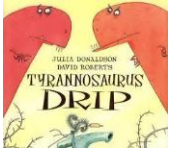


	Literacy	Discovery	Passports
<p>Week 1 herbivore, carnivore, omnivore science</p>	<p><i>Write a sentence or sequence of sentences for a given purpose</i></p> <p>Choose a dinosaur and write clues to describe it. Clues could be about the dinosaur's appearance, moods, behaviour, movement or diet. End the riddle with 'What am I?'</p> <p>Fiction – poetry of Dinosaur Riddles</p> <p><u>Stomp, Dinosaur, Stomp!</u> Margaret Mayo and Alex Ayliffe</p> 	<p><b>Science Focus</b></p> <p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i></p> <p>Look at images of different dinosaur teeth. Use the <a href="#">Dinosaur teeth</a> to sort them into groups of meat eaters and plant eaters</p>	<p><i>Apply phonic knowledge and skills to decode words.</i></p> <p>Read and talk about the dinosaurs' names and characteristics, making name labels to stick on small world dinosaurs and dinosaur images.</p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></p> <p>Create a Sockasaurus rex. Plan their ideas and choose appropriate materials for embellishing their sock to create a sock dinosaur. Stick or sew felt, googly eyes and other decorative materials to a brightly coloured sock.</p> <p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i></p> <p>Have a go at making either a herbivore or carnivore dinosaur tooth using clay. Find out about the teeth of modern day carnivores, herbivores and omnivores</p>
<p>Week 2 Chop slice and mash DT</p>	<p>Fiction – poetry of Dinosaur Riddles</p> <p><u>Stomp, Dinosaur, Stomp!</u></p>	<p><b>DT Focus</b></p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes.</i></p> <p>Present the children with a variety of real fruits and vegetables and discuss how some foods need to be prepared before eating, such as by peeling, slicing, chopping and grating. Children to try preparing their own fruit salad.</p>	<p><i>Observe closely, using simple equipment</i></p> <p>Draw a life sized dinosaur in chalk on the playground. Measure it in metres using trundle wheels or tape measures. Then, draw some smaller dinosaurs, making sure they are the right sizes</p> <p><i>Understand where food comes from.</i></p>

	<p>Margaret Mayo and Alex Ayliffe</p> 		<p>Children to locate where different fruits come from on a map.  <i>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</i>  Encourage them to follow the cards and select the appropriate tool to peel, slice, tear, chop, mash or grate, under supervision. Invite the children to taste the fruits and vegetables that they have prepared</p>
<p>Week 3 Mary Anning history</p>	<p><i>Orally rehearse and write short phrases and sentences.</i></p> <p>Non-fiction - biography of Mary Anning.  <u><i>Stone Girl, Bone Girl</i></u>  <u>Laurence Anholt and Sheila Moxley</u></p> 	<p><b>History Focus</b>  <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i>  Listen to the story of <a href="#">Mary Anning</a>.  Look at images of her fossil discoveries, including the first marine reptile <i>Ichthyosaur</i> skeleton to be correctly identified, the first two <i>Plesiosaur</i> skeletons ever found and some important fish fossils. Work in pairs to compose questions they would like to ask her about her discoveries. Share what they have learned about her by drawing a picture of her or one of her discoveries, and writing a sentence to describe why she was significant.</p>	<p><i>Learn about events beyond living memory that are significant nationally or globally.</i>  Investigate what happened to the dinosaurs using a range of age-appropriate non-fiction books. Talk about what they discover and make drawings and labelled diagrams to represent some of their ideas. Explain their ideas to the rest of the class.  <i>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</i>  Investigate a range of fossils by handling them and observing their features. Identify whether the fossils show a plant or animal and explain why they think this, based on living things they have seen. Sort the fossils into groups, according to observable</p>

			<p>features, and make rubbings of their prints where appropriate</p> <p><i>Build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p>Create a prehistoric landscape. Use different natural materials, such as stones, sand, twigs, rocks and soil, and a range of small tools to shape, mould, carry and sift. Use small world dinosaurs to create thematic play.</p>
<p>Week 4 exploring fossils science</p>	<p><i>Orally rehearse and write short phrases and sentences.</i></p> <p><b>Non-fiction - biography of Mary Anning.</b> Independent retelling of Stone Girl, Bone Girl</p> 	<p><b><u>Science focus</u></b></p> <p><i>Describe, following observation, how plants and animals change over time.</i></p> <p>Investigate a range of fossils by handling them and observing their features. Identify whether the fossils show a plant or animal and explain why they think this, based on living things they have seen. Sort the fossils into groups, according to observable features, and make rubbings of their prints where appropriate. Explore fossils further using a range of age-appropriate non-fiction books. Talk about what they have discovered and make drawings and labelled diagrams to represent some of their ideas. Explain their ideas to the rest of the class.</p>	<p><i>Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</i></p> <p>Label the parts of a dinosaur's body on a large scale diagram or picture. Look at images of dinosaur skeletons, identifying the main features. Compare with the parts of a lizard's body, discussing any differences.</p> <p><i>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</i></p> <p>Children are to go outside and collect natural materials to make a dinosaur nest. The nest can be made from a variety of materials eg junk modelling, clay, playdough.</p> <p><i>Orally rehearse and write short phrases and sentences.</i></p>

			<p>Children will draw and write about Maryannings facts from previous learning.</p>
<p>Week 5 What happened to the dinosaurs? History focus</p>	<p><i>Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.</i></p> <p>Fiction – Setting description of Andy’s Prehistoric Adventures  <u><i>Tyrannosaurus Drip.</i></u>  <u><i>Julia Donaldson and David Roberts</i></u></p> 	<p><b>History focus</b>  <i>Identify some key features of a significant historical event beyond living memory.</i></p> <p>Investigate what happened to the dinosaurs using a range of age-appropriate non-fiction books. Talk about what they discover and make drawings and labelled diagrams to represent some of their ideas. Explain their ideas to the rest of the class.</p>	<p><i>Name and locate the world's seven continents and five oceans on a world map.</i></p> <p>Locate on a world map the country and continent of animals at risk of extinction. These include the white rhinoceros (Africa), giant panda (Asia), bald eagle (North America), scarlet macaw (South America), polar bear (the Arctic), koala (Australia), ibex (Europe) and blue whale (found in many oceans but prefers colder waters, such as the Southern Ocean).</p> <p><i>Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</i></p> <p>Children to create a dinosaur scene and will then explain why there would be no modern day animals alive at the same time.</p> <p><i>Perform simple tests.</i></p> <p>Children will create a volcano using coke and mentos. They will predict the outcome and then perform the simple test.</p>

<p>Week 6 RE- Easter</p>	<p>Retelling of the Easter story</p>	<p><b>RE Focus</b>  How and why do we celebrate special and sacred times?</p>	<p><i>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</i></p> <p>Children to use stick puppets/ role play scene to retell the story of Easter.</p> <p><i>Describe the link between a selection of Easter artefacts and the story and celebration of Easter events (C1)</i></p> <p>Give the children a selection of objects to look at e.g. a palm leaf, a piece of bread and a glass of red wine, bowl of water and a small towel, a prickly branch woven into a circle, a hot crossed bun, an empty cross. Talk with the children how in Holy Week Christians try to remember what happened to Jesus. Ask the children to think about each of the objects and say what it might help Christians to remember.</p> <p><i>identify some ways Christians celebrate Easter</i></p> <p>children to make a palm cross to give to someone else.</p>
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