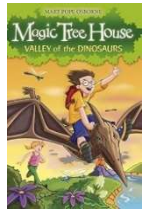
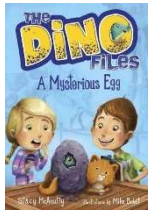
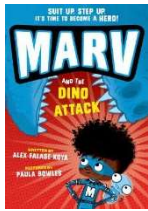


## Literacy

### Focus Texts:



Marv and the Dino Attack - Alex Falase-Koya  
The Dino Files - A Mysterious Egg - Stacy McAnulty  
The Magic Treehouse Valley of the Dinosaurs - Mary Pope

### Wider Reading:

Everything You Know About Dinosaurs is Wrong - Dr Nick Crumpton  
The Girl and the Dinosaur - Hollie Hughes  
The Fossil Hunter - Kate Winter  
Mary Anning - Little People Big Dreams - Isabel Sanchez Vegara  
Dinosaurs and all that Rubbish - Michael Rosen

## Phonics

The children will follow the Little Wandle scheme of learning. Year 1 will be revising their Phase 3 and 4 sounds, before moving onto Phase 5. Year 2 will follow the Little Wandle Spelling scheme.

## Humanities - Land Before Time

Children will learn:

- Dinosaurs are prehistoric and lived in the past
- Children will understand how fossils are formed
- Learn about the life of Mary Anning and understand how she helped us understand the past
- Why are maps important?
- What is a key used for on a map?
- How can you record information about a place?



## Maths

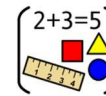
Our maths learning will follow the White Rose scheme.

### Year 1:

- Place Value (within 10)
- Addition and Subtraction (within 10)
- Shape

### Year 2:

- Place Value
- Addition and Subtraction
- Shape



## Autumn 1: The Land Before Time



## Enrichment/ Experiences

Dantastic Dinosaur Workshop (in school): Classes 4, 5 and 6 - Thursday 25<sup>th</sup> September. Class 6 and 7 - Friday 26<sup>th</sup> September



## Music

### Ourselves / Our Bodies

Children will focus on exploring sounds and Pitch as part of the Music Express units.



## PE

Athletics and practising for Sports Day.

## RE

Who is a Muslim and what do they believe?  
Following the Derby City Syllabus.



## Science

### Autumn 1 - Animals

Children will be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)



## Computing:

### Computer Systems and Networks:

Technology around us: They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly

**E-Safety: Self-image and identity** - I can recognise that there may be people who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult that I can trust and how they can help



## Art

Explore lines and how we use our body to draw.

Draw lines of different length.  
Learn about the work of Henry de la Beche (geologist and palaeontologist)  
Use sketchbooks to make observational drawings



## PSHE -Being me in my world

Learn about what makes me special  
Identify hopes and fears for the year ahead.  
Learn about working collaboratively

