



**As writers we will:**

- Use the knowledge we gathered from our research to create a non-chronological report on our dinosaur, writing a title, introduction, headings and labels to present our information.
- Write our own dinosaur poems based on our knowledge of dinosaurs.
- Look at different types of punctuation using question marks and exclamation marks.

**As mathematicians we will :**

- Name and identify properties of both 2D and 3D shapes.
- Identify place value of numbers with a specific focus on 'tens' and 'ones' with numbers up to 20.
- Solve problems that include addition within and up to 20, using concrete objects and pictorial representations. We will make number bonds within 20 using the part-whole model that the children were introduced to last term.

**As artists we will:**

- Explore fossils looking at what fossils are and what they look like.

**As historians we will:**

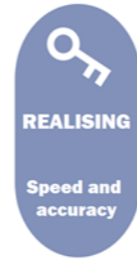
- Discover who Mary Anning was and why her fossil discoveries were some of the most significant geological findings in history. We will also look at different types of fossils and what they show us.
- Use sequencing skills to order the key events in Mary Anning's life leading to her discoveries.

GFS High Performance Learning Skills

**CREATING**



**REALISING**



**LINKING**



Stomp, crash, RRRAGGHHH. Watch out everyone ...the dinosaurs are on the prowl! They are ramping across the dusty earth, swishing their enormous tails and baring their fearsome teeth. It's time to explore in Dinosaur Planet. We will become paleontologists and study bones and fossils. We will dig deep and explore many dazzling dinosaur facts.

This half term, we're going to discover what fossils are and how, when and where Mary Anning discovered them. Visiting Dino Park at Dubai Garden Glow will allow us to develop our questioning skills and share any information that we may already have. We will use our preexisting knowledge of herbivores, carnivores and omnivores to identify differences in dinosaurs' teeth and classify their eating habits based on the size and shape of their teeth.



**As readers we will:**

- Research different dinosaurs learning about what they ate, where they lived and what they looked like.
- Identify the different features of a non-chronological report.

**As scientists we will:**

- Identify and classify dinosaurs based on their body parts, specifically size, movement, food choices and teeth. We will revisit the vocabulary 'herbivore' and 'carnivore' and make connections between this and the type of teeth the dinosaurs had.

**As users of technology we will:**

- Use ICT to create, edit, save and share photos of the fossils we have found.
- Present information we have gathered on dinosaurs using ICT.

**As citizens of the UAE we will:**

Look at where the different dinosaurs lived and think about which dinosaurs would have lived in the UAE based on the habit.

GFS Curriculum Drivers linked to the National Agenda



Enterprise and Innovation	Eco and Environment	Inclusive Communities
As enterprising children, we will develop our own dinosaur habitats and a dinosaur that would like to live there.	As people concerned with the environment, we will think about the animals that are going extinct and look at ways we can protect.	As members of a community, we will be mindful of our treatment of other people and other animals. We will discuss how to treat the community and environment with love and respect.

**Opportunities for Enrichment**

**Home**

Explore different dinosaurs online with the Natural History Museum and Google:

- <https://artsandculture.google.com/project/natural-history>
- <http://www.nhm.ac.uk/discover/dinosaurs.html>