** WE ARE EXPLORERS **

**Class: Apples Teacher: C Down Term and Year: Spring 2020**

**PRIMARY PROVOCATION**

**‘Dragons versus dinosaurs’**

Two strange looking eggs have been found in North Rigton….

What do we think could have laid them? (what lays eggs? What could lay such a huge colourful egg? Express ideas of what they think laid the eggs)

What is a dinosaur and how do we know about them? (When and where did dinosaurs live? What did they eat? What was the world like then? What happened to the dinosaurs? What is a fossil – who finds them and how?)

What is a dragon? (explore dragon stories from around the world and discover how different cultures represent dragons)

…..So what do YOU think laid the eggs?

**THE ROOTS OF TEACHING FOR LEARNING**

**These are the prerequisites of Teaching for Learning**

*constant feedback from all adults*

 *sustained shared thinking between adults and children, between children*

*continuous questioning and hypothesising*

*high expectations for all*

*valuing every person and every contribution*

*learning from mistakes*

 *recognising and celebrating achievements*

*willingness to be brave*

Teaching for Learning is rooted in our values. In WE ARE EXPLORERS we are focusing on the following values.

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| KOINONIAChildren will understand how the school works as a whole and relate it to communities in the wider world. They will undertake challenges which involve working together and contributing their skills to a team effort. They will begin to support each other in their learning. By exploring other cultures understand how this is important to building a safe and productive environment. | POSITIVITYChildren will be encouraged to show positivity towards themselves and others. They will value their own contributions and show pride in the quality of their work. They will also be able to value the work and contributions of others. As they explore the project they will demonstrate positivity about other cultures. |

**THE TRUNK OF TEACHING FOR LEARNING**

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| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| GEOGRAPHY OBJECTIVES* Know about aspects of their familiar world such as the place where they live
* Know about the natural world and how it can be different to our local environment.
* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Looks closely at similarities, differences, patterns and change
* Children know about similarities and differences in relation to places
* They talk about the features of their own immediate environment and how environments might vary from one another.
* Children know that the environment and living things are influenced by human activity.
* Children know about similarities and differences between themselves and others, and among families, communities and traditions.
* They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

HISTORY OBJECTIVES• Shows interest in the lives of people who are familiar to them. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.**GEOGRAPHY VOCABULARY**Nouns and verbs linked to the projectVillage, town, city, countryRoads, path, field, buildings, church, temple, house, castleMap, globe, land, sea, climate, weather, seasonsBelief, religion, interestsVocab relating to different ways of life eg. Archaeologist, palaeontologist, priest, museum curator, members of a community**HISTORY VOCABULARY**Past, long ago, now, soon, in the future, change, same, growFact, fiction/stories | **transfer of knowledge revisiting learning****vocab identification identifying purpose of learning****classroom organisation subject knowledge**The initial provocation will be the appearance of a large egg – what do we think could be in the egg? Could it be a dinosaur or a dragon? Which is most likely? Which is impossible? Are dinosaurs and dragons fact or fiction?Children will be introduced to dinosaurs, how we know they existed, what the role of a palaeontologist is and experience searching for remains. They will learn about the different environments that the dinosaurs lived in and how the world was different millions of years ago. They will begin to ask the question – “could a dinosaur live in the modern world?” and create a living scene to put model dinosaurs in thinking about food and land/water etc.The second element of the project will begin with St George’s Day and the story of George and the Dragon. By reading traditional tales from around the world we will discover how different cultures have dragon stories and how they are similar or different. Are the stories evidence for real dragons? Why do we think that so many different cultures have dragon stories?The project will finish with a museum exhibition showing evidence of what the children think was in the egg. Children from other classes will be invited to visit the museum. | **following routines****active listening****being prepared and organised****ready for learning****engaged in the process****commitment to the learning**Children will become engaged in a debate about the egg and give their own initial ideas and reasons. This will be recorded on the seasonal board in the form of speech bubbles.Children will share and expand their knowledge of dinosaurs by research in books, TV programmes and the internet. They will record their findings using small world settings, art and written methods. They will explore what it is like to be a palaeontologist by searching for fossils and making their own to role play with. They will be encourage to set up a dinosaur museum with models, labels and fossils. They will begin to answer questions such as “Were dinosaurs real?”“How do we know?”“Are dinosaurs still alive?”“Could a dinosaur live in the modern world?”The next element will focus on dragons – the children will engage in listening and retelling stories from different historical cultures, role playing the stories and creating art and craft to represent them.They will begin to create their own stories.The children will finish by deciding what they think was in the egg and creating evidence to demonstrate this – fossils and model of environment/information OR artwork and a story about a dragon.  |

**GROWING**

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| The child is beginning to demonstrate understanding and is engaging with the learning. They recall some knowledge and use some vocabulary correctly and in context but maybe not sufficiently confident to do this without prompting. They are carefully led, by the adult, through small steps of guided learning to recognise, practise and repeat key skills. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| What laid the eggs?* Looks closely at similarities, differences, patterns and change
* Children know that the environment and living things are influenced by human activity.
* Children know about similarities and differences between themselves and others, and among families, communities and traditions
* Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.

**HISTORY VOCABULARY**Past, long ago, now, soon, in the future, change, same, growFact, fiction/stories | Provide the question“What laid these eggs?”Provide examples of creatures that lay eggs to stimulate discussion. Ask the children to record their opinions on sound buttons, by dictation, by writing on speech bubbles and by role play or small world (photographs). Encourage the children to understand that there is no right answer and that if they can provide reasons for their opinion it is perfectly valid. | Explore which animals lay eggsDiscuss the size of egg and make their own decisions about what kind of creature could have laid such a large egg.Use small world, role play, books and internet to provide reasons for their opinion.Make clear arguments for their opinionUse the history vocabulary to explain some of their thoughtsRecord their opinion in a method of their choice.Contribute to creating a thought wall |
| What are dinosaurs?GEOGRAPHY OBJECTIVES* Know about aspects of their familiar world such as the place where they live
* Know about the natural world and how it can be different to our local environment.
* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Children know about similarities and differences in relation to places
* They talk about the features of their own immediate environment and how environments might vary from one another.

**Vocabulary**Map, globe, land, sea, climate, weather, seasonsPast, long ago, now, soon, in the future, change, same, grow | Read books about dinosaurs, learning their names, habitat, diet etcWatch programmes (CBeebies) about dinosaursCreate opportunities for small world, role play and investigationEncourage children to compare the habitat of dinosaurs with the local habitatCompare the relative size of some dinosaursIntroduce the vocabulary carnivore and herbivore | Play with small world dinosaurs creating habitats for them and understanding what they would eat.Learn the names of several dinosaurs and how they lived.Role play dinosaur hunters looking for different dinosaurs in their habitat.Record their understanding and learning about dinosaurs using photos, drawing and other free play methodsBy the end of the week the children should be able to compare the habitat their chosen dinosaur lived in and how that is different to our environment.They will also begin to understand that dinosaurs lived many millions of years before humans lived so no one has ever seen a live dinosaur. |
| How do we know about dinosaurs? * Know about aspects of their familiar world such as the place where they live
* Know about the natural world and how it can be different to our local environment.
* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Looks closely at similarities, differences, patterns and change
* Shows interest in different occupations and ways of life.

Map, globe, land, sea, climate, weather, seasonsPast, long ago, now, soon, in the future, change, same, growArchaeologist, palaeontologist | Introduce the children to the job of palaeontologists, what fossils are and how we have learnt about dinosaurs. Provide opportunities for the children to role play being palaeontologistsProvide opportunities to piece together skeletons and discuss what each piece might tell us. | Dig for fossils in the sand tray and piece together to solve puzzlesBegin to role play creating a dinosaur museumCompare science now to when dinosaur bones were first foundContinue learning from previous question |
| What are dragons?* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Looks closely at similarities, differences, patterns and change
* Children know that the environment and living things are influenced by human activity.
* Children know about similarities and differences between themselves and others, and among families, communities and traditions.
* They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
* Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**GEOGRAPHY VOCABULARY**Nouns and verbs linked to the projectVillage, town, city, countryRoads, path, field, buildings, church, temple, house, castleMap, globe, land, sea, climate, weather, seasonsBelief, religion, interestsVocab relating to different ways of life eg. priest, members of a community**HISTORY VOCABULARY**Past, long ago, now, soon, in the future, change, same, growFact, fiction/stories | Introduce dragons through Chinese new Year – how do they tell stories about dragons and celebrate in their culture?Read the story of St George and the Dragon.Learn about the dragon on the Welsh flag and find out where Wales is in relation to North RigtonRead fiction books about dragonsShow that countries all around the world have dragon stories but that different cultures depict them in different ways.Pose the question “has anyone seen a dragon or are they just in stories…why do all cultures have dragon stories?” The aim of this section is not to debunk the myth of dragons but to ask questions. | Role play different dragon stories from different cultures eg. Chinese dragon, George and the dragon, Welsh dragon, traditional dragon stories, modern dragon storiesPaint and make models of different dragonsExplore the cultures that create dragon stories eg Christian Knights and Chinese cultureBegin to make their own dragon stories and recordBegin to understand the structure of a good storyUnderstand that others may have a different opinion to them and the reasons why |

**BLOSSOMING**

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| The child is engaged and enjoying the learning and able to apply the necessary skills and knowledge in order to demonstrate their understanding of the learning. They confidently meet the objectives and demonstrate a full ability to use the vocabulary correctly and in context. They are confident when making links and explaining their method to others. They are encouraged to explore and experiment whilst the adult sets challenges, hypothesises and explores misconceptions with them. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
| What are dinosaurs?GEOGRAPHY OBJECTIVES* Know about aspects of their familiar world such as the place where they live
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**Vocabulary**Map, globe, land, sea, climate, weather, seasonsPast, long ago, now, soon, in the future, change, same, growHow do we know about dinosaurs? * Know about aspects of their familiar world such as the place where they live
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* Shows interest in different occupations and ways of life.

Map, globe, land, sea, climate, weather, seasonsPast, long ago, now, soon, in the future, change, same, growArchaeologist, palaeontologist | Provide resources to record their understanding of dinosaurs:* Writing frames and word mats
* Role play dinosaur explorer resources and costumes
* Small world resources in sand, water, play mats
* Junk modelling and art projects in workshop
* Specific projects eg make a dinosaur sock puppet to use in small world and shows
* Non-fiction books and stories
* TV programmes to extend knowledge
* Examples of modern animals as a comparison

Provide resources to record their understanding of palaeontologists and how we have discovered dinosaurs:* Role play setting up a dinosaur dig
* Play dough and salt dough to make their own fossils
* Pictures and films showing how palaeontologists work
* Books, IT and TV
* Bone jigsaws to problem solve
 | Role lay being a dinosaur, explorer and create a dinosaur park to visit.Go on dinosaur hunts and record what they have discoveredSet up dinosaur worlds in small world, showing types of habitat and diet Participate in making an information book about different types of dinosaur. Research different dinosaurs using non-fiction books, ICT and TV.Make creative representations of dinosaurs and their habitat in workshopMake props to support role play, small world and puppet showsUse other small world and role play resources to compare modern animals and habitats to those of dinosaursChildren will begin to understand how fossils have given us clues to the existence of dinosaurs and that our knowledge has grown over hundreds of years.They will understand the millions of years it takes to create a fossil.They will dig for fossils and find ways to label and display them.They will make their own fossils and match them to the dinosaur.They will grapple with puzzles to match fossils to dinosaurs and fit bones together |
| What are dragons?* Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Looks closely at similarities, differences, patterns and change
* Children know that the environment and living things are influenced by human activity.
* Children know about similarities and differences between themselves and others, and among families, communities and traditions.
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* Celebrate Chinese new Year
* Introduce stories about dragons from around the world and compare how they are viewed
* Role play stories
* Small world resources including castles, knights and dragons
* Puppet show resources
* Encourage creative representations of stories and dragons in the workshop
* Encourage children to create props for small world and role play
* Provide writing frames and word mats to write their own dragon stories
 | The children will be able to identify some of the famous dragons and where the stories came from. They will use this information to create their own stories of dragons in role play, small world and by writing stories.They will record their stories using IT and written methods |

**FLOURISHING**

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| The child is exhibiting a depth of learning and enthusiasm relating to the objectives. They can select knowledge and understanding for different contexts and justify their choice when using their repertoire of skills. They are able to revise, review and reflect on what they know and create their own solutions to situations, justifying the rationale for what they are demonstrating. They are able to, and indeed want to, ‘show off’ with what they know and what they can do; they want to share that they are flourishing and how they know they are flourishing. Adults are present for affirmation and organisation. |
| **Teaching for Learning Objectives** | **Activities to Support Teaching for Learning** |
| **What are the adults doing?** | **What are the children doing?** |
|  | affirmation challenge active listening observing checking understandingBy using the resources available adults will be able to engage in sustained shared thinking with the children to refine and develop their ideas of how to demonstrate their knowledge. The children will be encouraged to record their ideas and set puzzles for those who come to visit the museum. | formative mistakesjustifying reasoning demonstratingchoosing and explaining reviewing and reflecting The children will use their knowledge and skills to choose different ways to present in a museum. They will talk to others about what they know, make exhibits and label them, write stories, make models and create puzzles They will explain their choice of representation  |

** WE ARE EXPLORERS **

**Class: Apples Teacher: Mrs Down Term and Year: Spring 2020**

**FINAL FLOURISH**

North Rigton Museum Special Exhibition

**DINOSAURS AND DRAGONS**

After the discovery of two mysterious eggs Apples class are arranging a special exhibition to investigate the possible source.

Visitors will be provided with information about dragons and dinosaurs and encouraged to solve interactive puzzles.

At the end of the presentation visitors will be asked to vote on where the eggs came from.