


 <p>Ambitious, capable learners who.....</p> <ul style="list-style-type: none"> • Set themselves high standards and enjoy challenges. • Question and enjoy problem solving • Undertake research • Have the skills to connect and apply the skills learned in other contexts. • Can explain the concepts and ideas that they are learning about. • Can understand how to interpret data and apply mathematical concepts. • Use ICT creatively to communicate, interpret and find out information. • Can communicate in English and Welsh. • Can undertake research and evaluate critically what they find.so that they are ready to learn throughout their lives. 	 <p>Enterprising, creative Contributors who....</p> <ul style="list-style-type: none"> • Take measured risks. • Connect and apply their knowledge and skills to create ideas and products. • Think creatively to reframe and solve problems. • Identify and grasp opportunities. • Lead and play different roles in teams effectively and responsibly. • Express ideas and emotions through different types of media. • Give of their skills and energy so that other people will benefit.so that they are ready to play a full part in life and work. 	 <p>Ethically informed citizens who.....</p> <ul style="list-style-type: none"> • Find, evaluate and use evidence in informing views. • Engage in contemporary issues based upon their knowledge and values • Understand and exercise their human rights and responsibilities. • Understand and consider the impact of their actions when making choices. • Are knowledgeable about their culture, community, society and the world – now and in the past. • Respect the needs and rights of others as a member of a diverse society. • Show their commitment to the sustainability of the planet.so that they are ready to be citizens of Wales and the World. 	 <p>Healthy confident individuals who.....</p> <ul style="list-style-type: none"> • Have secure values an establishing their spiritual and ethical beliefs. • Are building their mental and emotional well-being by developing confidence, empathy and resilience. • Apply knowledge about the impact of diet and exercise on their physical and mental health. • Know how to find the information to keep safe and well. • Take part in physical activity. • Take measured decisions about lifestyle and managing risk. • Have the confidence to participate in performance. • Form positive relationships based on trust and mutual respect. • Face and overcome challenge. • Have the skills to manage life independently.so that they are ready to lead fulfilling lives as valued members of society.
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Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>1) Dynamic Topic Starter- Picture Sort- Children to predict what the topic will be.(pics-fossils, shells,sand,soil,old coins,IPAD, chalk).</p> <p>2)Pupil Voice: Source Square (Children develop line of enquiry): Picture of dinosaurs- What I can see, What I guess, What questions do I have?</p> <p>2) WOW start: Receive a letter/ mystery parcel from Dino Huw and his friends - Can you help us? We would like to make a 'time capsule' to show what earth was like in the past, what it is like now, and what we think it will be like in the future? Can you help us?</p> <p>CELEBRATION END OF TOPIC (Links to wider community): Class Debate-Are changes good or Bad?</p> <p>TRIP/ VISITORS: Cardiff Museum, (fossils, dinosaur exhibition and workshop).Art Gallery.</p>		<p>Topic –‘Land Through Time’.</p> <p>Big Question –‘Are changes good or bad?’</p> <p>Rights of the Child: <i>Article 28 -Right to Education, Article 12-Right to be heard, Article 25-Right to meet with friends and join groups, Article19-Right to be safe, Article 14-Right to follow your own religion.</i></p>		<p>Me/ My Family/ My School/ My community: Aberavon beach/fossils/trip to beach.</p> <p>Wales: Trip to Aberavon beach and to Cardiff Museum.</p> <p>Wider World: Dinosaurs and changes around the world.</p>	
<p>EXPRESSIVE ARTS (e.g., Music, Art, Drama, Dance, Film and Digital Media)</p> <p>You Tube -' the Dinosaur Rap' Learn and perform for an audience. https://www.youtube.com/watch?v=yhQkUowpNNo</p>  <p>Make a fossil using clay, having investigated fossils in class and at museum. Share the story of the Welsh Dinosaur being found in Penarth and children create a portrait using charcoal. Re- enact the story of the dinosaur being found. Make a dinosaur-junk modelling and 'pasta' picture. Create Autumn 'Collage' using different 'Autumn' materials, leaves, sticks, fir cones. Investigate Art that children found at Cardiff Art Gallery and Museum of Wales- Augustus John-Portraits, Welsh landscapes and Renoir/Monet Art. Create own Art modelled on these pieces. Make a 'pasta' dinosaur'- Junk modelling.</p>		<p>HEALTH AND WELL-BEING (e.g., PSE, Learning to Learn, Relationships and Emotions, Healthy Choices, Physical Activity, Keeping Safe)</p> <p>9) Human well-being- Priority pyramid- Prioritize things to go in our 'time capsule' re how a human being lives now and how times have changed. Reflect 'Good or bad?' changes-what children think are important, (differentiate- LA 3 items to rank/ MAT- 5 items to rank) Pupils give their reasons e.g., I think_____ is the most important because _____/ I decided that _____ is the most important because and _____the least important because_____.</p>		<p>SCIENCE and TECHNOLOGY</p> <p>4) Compare and find out about dinosaurs/change. Picture sort (T-Rex, Pderodactyl. triceratops,) - Grouping pictures of dinosaurs and give reasons for choices. Use circles to group dinosaurs/ living creatures. Practical Venn Diagram-Dinosaur bones/what a dinosaur/human eats.</p> <p>5) Jit picture of favourite dinosaurs- ICT skills.</p> <p>6) Research, Examine real fossils and shells using magnifying glasses. Compare. Estimate how old variety of objects are, e'g old coins/shells. and Estimate age</p> <p>7)Research, Examine and separate the different parts of the human body and dinosaur.(plan for vocabulary by using a brace map e.g., sharp teeth, eyes, bones, organs) What are the different parts? What does each part look like and what does it do/it's purpose? Compare.</p> <p>Subject Specific Vocabulary</p>	
<p>MATHS AND NUMERACY (Applied Cross- Curricular, Real-Life Maths)</p> <p>6) Jit graph/ tally graph- favourite dinosaur.</p> <p>10) 11) Prepare questions to interview Mrs Curran about life on the Sandfields Estate in Port Talbot -then and now- What did a child need /have then? How much did it cost?</p> <p>12) Museum shop role play- price items e.g., 2p fossil, 5p tickets. (pencils, programmes, toy dinosaurs,Use and make own labels for prices)13) Choose items and write a shopping list for a Museum visitor. Cost how much it would be to buy all the items on the list. Calculate cost.14</p>		<p>HUMANITIES (History, Geography, RE)</p> <p>16) Compare and find out about dinosaurs.-pin on Wow Wall-.Picture sort - Grouping pictures of different and give reasons for choices. Use circles to group the animals. Practical Venn Diagram -Carnivore, herbivore, omnivore. Make a timeline ofchanges.</p> <p>17) Act as an archaelologist and carry out a 'dig'. Investigate the school field-dinosaur footprints. Compare and contrast landscapes, including those in Wales.-changes-then and now.18).</p>		<p>LANGUAGE, LITERACY AND COMMUNICATION (English, Welsh and International Languages) (Applied Cross- Curricular, Real-Life LLC)</p> <p><i>Read Write Inc, Recount Museum Trip, Procedure-Make porridge</i></p> <p>8) Make a time capsule-Which would make the best objects for your time capsule? Sentences giving reasons e.g., I think _____ because _____.</p>	
<p>White Rose Maths</p> <p>Place Value-Addition, Subtraction,</p>		<p>Come and See-Domestic Church-Families, Baptism/Confirmation-Belonging, Advent/Christmas- Loving Waiting</p>			

