

	<p>Year group: Reception</p>	<p>Area/topic: Dinosaurs - Mary Anning (Spring 1)</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past. (Mary Anning).</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>• Children will have an understanding of what dinosaurs are through playing with toy dinosaurs in Nursery.</li> </ul>	<ul style="list-style-type: none"> <li>• During this unit, the children will begin to learn about a specific historical person in some detail. This will begin to provide them with the skills of understanding that there were people in the past who had an impact on our lives today or what we know today, which will help them in Year 1 go on to learn about different historical people.</li> </ul>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> <li>• To compare the world from the prehistoric period to now (focusing on what the land used to look like, we used to have dinosaurs but we don't now).</li> <li>• Understand who Mary Anning was and why she was significant.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the Little People Big Dreams story about Mary Anning.</li> </ul>

- To begin to understand more about the past by comparing pictures of Mary Anning to today (the equipment she is using, the clothes she is wearing).

- Discussing her life and begin to compare to today (with support).
- Discuss how time has changed by looking at images of her and discussing her clothes, her work and the equipment she used.
- Understand how we learn about the past - in particular dinosaurs - by looking at fossils.

### Key vocabulary

- **Mary Anning** - An English fossil collector and palaeontologist who discovered dinosaur fossils.
- **Dinosaur** - An group of animals that lived millions of years ago.
- **Extinct** - No longer exists.
- **Fossils** - The remains of an animal that has died.
- **Palaeontologist** - Someone that looks carefully at fossils to find out new information.
- **Bare**

### Common misconceptions

- People and dinosaurs lived at the same time.
- Mary Anning met a dinosaur.
- Children think that we know for certain what colour a dinosaur was but we can't know for sure as we have only found bones.

### Books linking to this area

- Little People Big Dreams: Mary Anning - Maria Isabel Sanchez Vegara

### Memorable first hand experiences

- Arrange a virtual visit from Mary Anning - A live, interactive performance followed by Q&A (Website: [www.virtualschoolvisits.com](http://www.virtualschoolvisits.com)).
- Let the children hold some dinosaur artefacts such as 'Teeth'.

### Opportunities for communication

- Discussing Mary Anning by using photographs and images.
- Asking questions to Mary Anning either have someone dressed up or use [www.virtualschoolvisits.com](http://www.virtualschoolvisits.com).

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <ul style="list-style-type: none"><li>• Visual aids</li><li>• Pre-teaching the vocabulary</li><li>• Picture timelines</li><li>• Consider alternative ways of recording the information</li><li>• Role play opportunities</li></ul>	<p>Cognition and Learning</p> <ul style="list-style-type: none"><li>• Picture word banks</li><li>• Writing frames</li><li>• Videos to support understanding and learning</li><li>• Additional thinking time</li><li>• Opportunities to verbalise rather than write their ideas and responses</li><li>• Consider alternative ways of recording the information e.g. talk tiles</li><li>• Use a visualiser to enlarge images and text</li><li>• Thicker lines on sheets for writing responses</li><li>• Role play opportunities.</li><li>• Opportunities to handle real artefacts to support learning.</li></ul>
<p>Social, Emotional and Mental health</p> <ul style="list-style-type: none"><li>• Now and next boards</li><li>• Allow a quiet space</li><li>• Give a special role to increase self esteem</li><li>• Provide visual support - what to do if you are stuck</li><li>• Movement breaks</li></ul>	<p>Sensory and Physical</p> <ul style="list-style-type: none"><li>• Consider carpet space position during input</li><li>• Reduce background noise</li><li>• Enlarge images and writing</li><li>• Consider alternative ways of recording the information</li><li>• Where possible, use artefacts rather than images to allow the child to be more hands on</li></ul>