



| Vocabulary | |
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| volcano | A mountain or hill, with a crater or vent through which lava, rock fragments, hot vapour, and gas are erupting or have erupted from the earth's crust. |
| fossil | The remains or impression of a prehistoric plant or animal embedded in rock and preserved in petrified form. |
| historical | Belonging to the past |
| swamp | An area of low-lying, uncultivated ground where water collects; a bog or marsh. |
| extinct | No longer in existence |
| landscape | all the visible features of an area of land |
| festival | A day or period of celebration, typically for religious reason. |
| camouflage | When an animal's skin blends in with its surroundings. |
| herbivore | Animal that eats plants. |
| carnivore | Animal that eats meat. |
| Omnivore | Animal that eat plants and meat. |

Historical Timeline

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Historical figure:
Mary Anning - an English fossil collector and palaeontologist who became known around the world for important finds she made in the cliffs along the English Channel .



Finding out the diet of dinosaurs by looking at teeth fossils

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| Science | History | Geography | Computing | Art | DT | PE | RE | PSHE |
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| Explore and compare the differences between things that are living, dead and things that have never been alive | Use the stories of famous historical figures to compare aspects of life in different times. | Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather effects these areas. | Explain why digital folders are used | Develop ideas from a variety of starting points, including the natural world, manmade objects, fantasy and stories. | Join fabrics using running stitch, glue, staples, over-sewing and tape. | To develop balance and co-ordination by controlling changes of direction. | Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. | That medicines can help people to stay healthy |
| Identify that most living things live in habitats to which they are suited | Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. | Locate the Equator and the North and South Poles | Organise work into digital folders. | | Use tools safely for cutting and joining materials and components. | To master basic movements and apply these in a range of activities. | Re-tell a story about the life of the Prophet Muhammad. | How to keep safe in the sun and protect skin from sun damage |
| | Build a 'bigger picture' of a historical period, using a range of source material. | | | | Use tools safely for cutting and joining materials and components. | To develop balance and co-ordination in the context of jumping. | Recognise some objects used by Muslims and suggest why they are important. | Learn about . the people who help us to stay physically healthy |
| | Ask and answer questions about a range of historical sources. | | | | Describe similarities and differences between own and others' work | | | |