

Medium term plan-Summer 2- Dinosaur YEAR 2

<b>Week</b>	1 6/6 Science Deep Dive Phonics Screening Checks Community posters eg no smoking near gates Wed-Fiona Lingard learning walk. Plan for speak out stay safe	2 13/6 Science Deep Dive Learning Walk Maths Deep Dive Fire Safety Workshops Meet the Author – Zanib Mian Craft and Story Afternoon AP2	3 20/6 Football Challenge Week	4 27/6 Teach Rex – Enrichment Opportunities	5 4/7 Monday 4 <sup>th</sup> INSET DAY 5 (4 Days) Transition days 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> 8 <sup>th</sup> School trip to Conkers	6 11/7 Sports Day – 11 July Graduation Day – 14 July	7 18/7 (4 Days) St Mary’s Assembly
<b>Wow</b>	Dinosaur- find a giant egg and video of dinosaur in school. Euros start in Rome- June 11th						
<b>Maths</b>	Unit 11 - Position and Direction	Unit 12 – Problem Solving and Efficient Methods	Unit 12 – Problem Solving and Efficient Methods	Unit 13 - Time	Unit 13 – Time Unit 14 – Weight, Volume and Temperature	Unit 14 – Weight, Volume and Temperature	Unit 14 – Weight, Volume and Temperature
<b>English</b>	Collaborate previously known facts about dinosaurs as a class. Research activity becoming experts on either herbivore, carnivore or omnivore dinosaurs. Teach editing and edit previous work.	Create a dinosaur information book: Contents Introduction Herbivore Dinosaur Carnivore Dinosaur Omnivore Dinosaurs My Favourite Dinosaur Glossary		Read Tom and the Island of Dinosaurs. Children to sequence story and re-tell.	Transition/Trip Complete story writing	Graduation/Sports Personal labels for creative homework Account of the school trip. Children to edit their work. Write I museum	
<b>Wordwise</b>	Adding the suffixes -ful, -less, and -ly to words.	Homophones	Adding the prefix dis-	The possessive apostrophe (singular nouns)	Revisit and Revise	Revisit and Revise	Revisit and Revise

<b>Handwriting Joins</b>	al ab ia va	ib ob lp mp	ck cy nc oc	de dr da nd	em ke ej oj	fo fa uf of	ng dg iq oq			
<b>Not joining</b>	i l j t	c o a d g	q e m n r	h b k p	v w u y	s f x z	I P B R D U			
<b>Common Exception Words Y1</b>	his, has, today, you, your, they	be, he, me, she, we, ask	no, go, so, by, my, put	Here, there, where, pull, full, our	Love, come, some, one, once, push	Review and Revise all Common Exception words				
<b>Common Exception Words Y2</b>	Race, ice, cell, city, fancy	Cold, sugar, kind, mind, behind	Gold, eye, told, everybody, every	after again any bath beautiful because behind both break busy	child children Christmas class climb clothes cold could	door even every everybody eye fast father find floor	gold grass great half hold hour improve kind	last many mind money most move Mr Mrs old only	parents pass past path people plant poor pretty prove	should steak sugar sure told water who whole wild would
<b>Science</b>	<p>→ explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Dinosaurs - T-Rex, Apatosaurus, Iguanodon, Plesiosaur, Velociraptor, Ichthyosaur, Pterodactyl, Triceratops</p> <p>Compare with animals, plants from previous learning (carnivores, herbivores, omnivores).</p> <p>Exploring dinosaur eating habits and habitats- food chains.</p> <p>Make and explore dinosaur pool!!</p>		<p>→ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Meerkat Mail link to Food Chains – carnivores, herbivores, omnivores.</p>			<p>Explorify –</p> <p>Odd One Out – How old is that chicken?</p> <p>Odd One Out – Tip the scales.</p> <p>Odd One Out – Funny Bones.</p> <p>Odd One Out – Bite Size.</p> <p>Zoom in Zoom out – Light as Air.</p> <p>Zoom in Zoom out – Spectacular Scales.</p> <p>Reachout Reporter</p>				

<b>RHE</b>	Community poster Competition. No smoking near gates- keep our air clean. - I know not to touch medicines, how they can be useful and also dangerous. I know about the dangers of smoking and drinking alcohol.						
	<b>Changing adolescent body</b>			<b>Mental wellbeing</b>			
	I know how we change from babies to adults. Adult/ baby activities and discussions	I know about the lifecycles of some animals. Animal pairing/physical changes – lifecycle of dinosaurs – cross curricular science	I know how boys and girls are different.  Physical attributes of boys and girls are different	I know how important my mental health is  Mood Monsters – explore the colours, their meaning, why do you feel like that? Green – <b>happy, calm, ready to learn</b> Blue – <b>sad, tired, lonely</b> Yellow – <b>scared, excited, silly</b> Red – <b>angry, unkind, unsafe</b> What can I do to self-regulate? Develop individual toolkits where appropriate.	I know how to recognise and talk about my emotions.	I know exercise and being outside helps me to be happy.	I know who to talk to if I feel unhappy.  Transition Feeling
<b>Computing</b>	I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Pic Collage – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - ‘Technology Zone’ QR Codes – Dinosaurs - Use iPads to retrieve and present information about our topic.		Organise, store, retrieve and manipulate data. Use QR codes and understand how they are created. Use iPads to retrieve and present information about our topic.	I understand what algorithms are. I know algorithms are implemented as programmes on digital devices. Draw the forest and programme the Beebot. Direct a route for a dinosaur – continuous provision.			
<b>Art</b>	Use computer to draw pictures of dinosaurs ( <i>Use simple drawing programmes on computers and ipads such as J2E</i> ).	Use a variety of painting equipment including non standard equipment for painting e.g fingers, bottle ends, sponges. We will paint a dinosaur picture background, ( <i>making choices around warm/cool colours to create contrast and atmosphere.</i> ) ( <i>Develop</i>	In painting foreground, add materials to paint e.g sand and glue to paint to represent skin texture on dinosaur pictures. Or bark on trees ( <i>Replicate different textures/ surfaces through a range of media. Investigate textures by describing, naming,</i>	Make a dinosaur fossil picture using paper straws <a href="#">Looking at work of Ernst Haeckel</a> . ( <i>Form- Express from in 3D sculpture/ materials</i> ) ( <i>fossils, negative/ positive space</i> ) ( <i>Space- Understand negative and positive spaces</i> )		Use clay to make mini dinosaur models. Make structure from wire and foil and add clay ( <i>Use a variety of materials to make 3D sculptures in a variety of sizes, working independently</i> ) ( <i>Understand different techniques for using clay. E.g coil pot and making a model by</i>	--Make a human alphabet and take photos. ( <i>spell Cav Close for leavers – form/ sculpture/ 3D/ installation</i> )

		<i>skills to express a sense of space e.g using foreground, middle ground, background.)</i>	<i>rubbing, copying (smooth, rough, crinkly, bumpy, glossy, matt, soft, hard etc). Including natural and manmade.)</i>			<i>adding clay to a structure or frame) (Change the surface of malleable materials e.g add texture to a clay. )</i>		
<b>D&amp;T</b>	Watch Cave Baby book on youtube. Design, make and evaluate something with wheels and axels to help baby move his paint around the jungle. (e.g trolley, buggy)							
<b>Geography</b>	Football-euros	Locate different parts of the world where dinosaurs lived.						
<b>History</b>		Use the vocabulary in the past. Learn about a famous archaeologist and what are fossils- make fossils. → To be taught about events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)						
<b>Construction/ small world</b>	Dinosaurs Build a... land of the dinosaurs scene using small world and construction							
<b>Role play/ explore area</b>	Dinosaur excavation site- bones, sand, paint brushes, magnifying glasses, rulers, clip boards, Dinosaur fact books.							
<b>Music</b>	I can learn about and experiment with the inter-related dimensions of pulse/beat, rhythm and pitch. Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch) Use a dinosaur picture or video clip as a stimulus for children to create their own music using body percussion and/or instruments.  Listen to live and recorded music with concentration and recognise changes in tempo, pitch, melody, timbre and texture. Play tuned and un-tuned instruments musically		Make sound effects for the story- record in sound pictures.  I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.  Create and perform their own chanted rhythm patterns with the same stick notation.  Use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves.  Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.  I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. Learn to play and perform on a tuned instrument musically (eg recorder) following simple notation.					

		Learn to play the recorder using scheme. Perform at leavers concert / showcase events.
<b>PE</b>	<p>Cog 6 – Health and Fitness</p> <p>Emerging – I am aware of why exercise is important for good health.</p> <p>Expected I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.</p> <p>Exceeding I can describe how and why my body changes during and after exercise.</p>	