

Year 2

# What's inside the egg?

HOOK- Dinosaur on video, clues found on a dinosaur hunt.  
WOW- Showcase of learning (dinosaur museum)



# What's inside the egg?



Has the world always looked the same?

Why are our countries separated?

What happened to the dinosaurs?

What is a dinosaurs diet?

What habitat does it live in- where in the world?

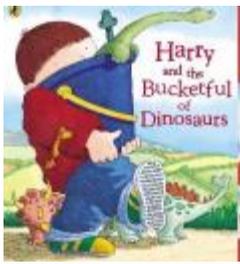
How does it survive?

Could you describe it?

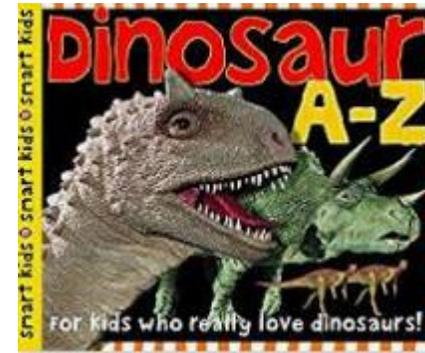
How are humans affecting animals nowadays?

# High Quality Texts

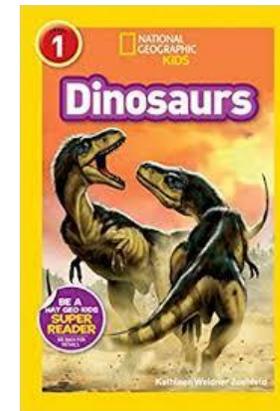
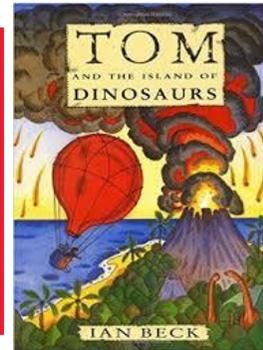
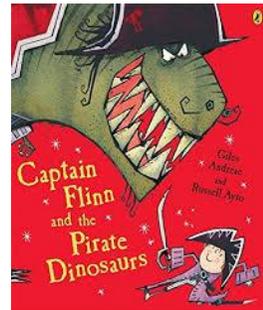
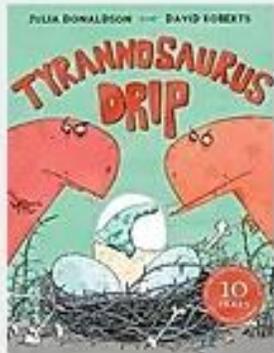
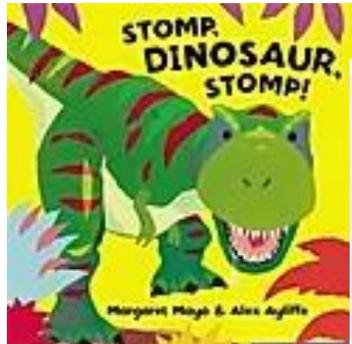
## Fiction



## Non-Fiction



## Core Texts



## Film



## Multi-media

Multimedia Padlet:

<https://padlet.com/aharker4/cgcxw1ebi5y808kb>

## Rhymes and Songs

<https://www.twinkl.co.uk/resource/t-t-2545827-dinosaurs-songs-and-rhymes-resource-pack>

# Writing Features

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.

I can spell longer words using suffixes such as ment, ness, ful, less, ly.

Year 2  
Summer Term

Make simple additions and changes after proof reading

use  
subheadings

I can evaluate my writing independently, with peers and with an adult by making simple additions and corrections.

develop stamina for writing by writing for different purposes.

I can use capital letters for the personal pronoun I and for proper nouns.

*be clear and understand*

*write effectively and coherently for different purposes*

*Make links to real life*

I can spell common exception words.

I can use expanded noun phrases to describe, expand and specify.

*Audience and Purpose:  
To hook the reader*

*Be interested*

I can use the diagonal and horizontal strokes needed to join letters..

*Inform / explain*

*I can use spacing between words.*

I can use subordination (when, if, that or because)

I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I can write simple, coherent narratives about personal experiences and those of others.

Yellow = WTS

Green = EXS

Purple = GDS

*Use exclamation and question marks to demarcate sentences*

I can use present and past tenses correctly and consistently.

## Week 1

Children will be able to respond to Tom and the Island of Dinosaurs by:

- sequencing
- writing about the feeling of characters
- structuring stories
- planning stories

## Week 2 and Week 3

Children will be able to write a story by:

- focusing on good story openings
- focusing on familiar well structured stories
- writing an effective ending
- editing and writing a final draft

## Summer 1

**In English, we will be writing to engage the reader with our dinosaur stories.**

TEXT: Tom and the Island of Dinosaurs.

Week 3/4/5/6.

SATS

Reading paper

Maths paper

## Week 4

Children will be able to learn about the features of non-chronological reports by:

- writing good descriptions
- writing sentences using expanded noun phrases
- planning ideas to write a non chronological report.

## Week 5

Children will begin to create a dinosaur information book.

This term the focus will be on:

- Contents
  - Introduction
- Complete information book during summer 2

Dear Parents and carers,  
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

### Wow Event/Hook

HOOK- Dinosaur on video, clues found on a dinosaur hunt. WOW- Dinosaur museum showcase

### Topic Outcome

To build knowledge, and remember, a range of dinosaurs and their past existence.

### As Readers we will:

- I know how to use the viper skills confidently (vocabulary, inference, retrieval, predictions, sequencing and explanation).
- I know how to read common suffixes, common exception words and become familiar with and retell stories.
- I know how to ask and answer questions and make predictions.
- I know how to use inference about characters feelings and thoughts.

### As Authors we will:

- I know how to spell by segmenting into phonemes. I will learn to spell common exception words, spell suffixes and develop editing and re drafting skills to improve our writing. Use . , ? ! ‘
- I know the purpose of using paragraphs in our writing, and I know how to use the past tense correctly
- I know how to have a stamina for writing.

### As Scientists we will:

- I know the differences between things that are living, dead, and things that have never been alive, and can explore and compare them.
- I know how to describe how animals find their food using simple food chains, and identify and name different sources of food.

# Sharing our learning



## What's inside the egg?

### As researchers we will:

I know how to use iPads to retrieve and present information about our topic.

### As a computer expert we will:

I know how to use technology safely and respectfully.  
I know how to talk about the dangers online.  
I know how to keep personal information private.  
I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.  
I know how to recognise common uses of information technology beyond school.

### As Mathematicians we will –

#### Position and Direction

I know how to describe movement.  
I know how to describe turns.  
I know how to make patterns by turning shapes

#### Problem Solving and Efficient Methods

I know how to compare ways of calculating.  
I know how to use mental methods for addition and subtraction.  
I know how to look for the most efficient way to solve a problem.  
I know how to use number facts to solve a problem.  
I know how to solve problems using all four operations.

### As Artists/Designers we will:

I know how to use the core skills: drawing (observational), painting (monochrome, resist, tones and shades) and sculpture (installation) to develop and share my ideas, experiences and imagination.  
I know how to use formal elements of art and design: colour, pattern, texture (investigating, creating naming, line, shape, form and space (negative spaces) to enhance my work.  
I know how to use a range of materials creatively to design and make products: collage (layering, composition), printing and textiles.  
I know about the work of a range of artists describing the differences and similarities between different practises and disciplines, and making links to my own work. (Friedensreich Hundertwasser, Henri Rousseau).  
I know how to use simple drawing programmes on computers and iPads.

## Year 2 Summer 1

### As Historians we will:

- I know how to use books and the internet to answer questions about the past.
- I know key vocabulary such as before, after, past, present, then and now to compare.

### As Musicians we will:

I know how to create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch  
I know how to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces

### As PE superstars (Creative):

I know explore different movements.  
I know how to compare my movements and skills and those of others.  
I know how to select and link movements together to fit a theme.  
I know how to respond differently to a variety of tasks or music.  
I know how to make up my own versions and rules of activities.

### As Citizens we will:

I know that friends should make me feel happy.  
I know how to be a good friend.  
I know that I should never make others feel unhappy.  
I know how important my mental health is.  
I know who to talk to if I feel unwell.  
I know how to be a 'sun safe super star'.  
I know that I need to eat well, drink well, move well and sleep well.

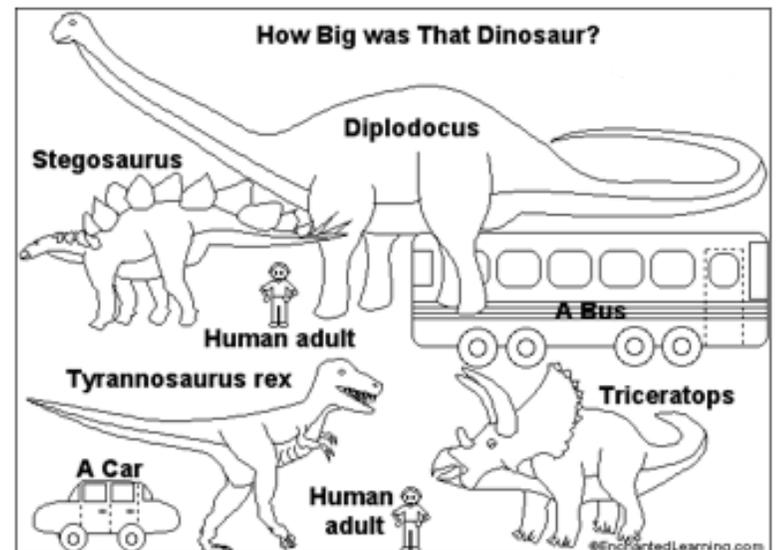
### As RE experts we will:

I know how we should care for others and the world, and why does it matter?

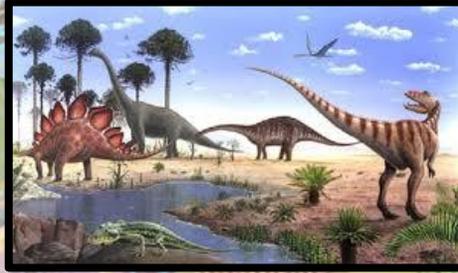
# Dinosaur Knowledge Mat

Dinosaurs		
<u>Ankylosaurus</u> (An-ky-lo-sau-rus)		herbivore
<u>Brachiosaurus</u> (bra-chi-o-sau-rus)		herbivore
<u>Diplodocus</u> (dip-lo-do-cus)		herbivore
<u>Parasaurolophus</u> (para-sau-ro-lo-phus)		herbivore
<u>Pterodactyl</u> (pter-o-dac-tyl)		carnivore
<u>Stegosaurus</u> (ste-ga-sau-rus)		herbivore
<u>Triceratops</u> (tri-ce-ra-tops)		herbivore
<u>Tyrannosaurus Rex</u> (tr-ran-no-sau-rus rex)		carnivore

Vocabulary	
carnivore	eats meat
Cretaceous	millions of years ago
herbivore	eats plants
Palaeontologist	Scientist who studies dinosaurs
prehistoric	before history was written down
termite	insect like an ant



## What's in the egg?



## Creative Homework Summer 1

Dear Parents and carers,  
This term we are learning all about dinosaurs!  
Please support your child in choosing at least one project to complete. If you would like to do more, that would be great!

The final date to hand in the project is Monday 24<sup>th</sup> May 2023. Then the children will have a celebration day when they share the projects they have completed at home with your help.

If you have any questions, please ask your child's class teacher.  
Thank you for your support.

### Project 1 –

Make dinosaur footprints. For example you could draw a footprint with your finger into soil, sand or flour. Don't forget to take a photo to share your creation!



### Project 2 –

Make a ROARsome moving dinosaur card. This could be using mechanisms such as: pop up, sliders or levers designs.

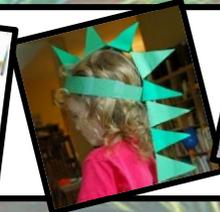


### Project 3 –

Scientists make guesses about what colour or patterns dinosaurs had. Invent and design your own dinosaur.. What would it look like? What features would it have? Don't forget to give it a name! You can do this with any drawing materials or even make a sculpture using recycled materials.

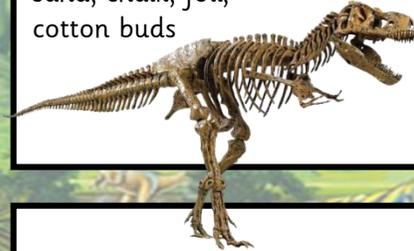
### Project 4 –

Make a dinosaur accessory to wear, such as a mask, headwear., shoes, clothes, tails, wristbands..



### Project 5 –

Research fossil hunter 'Mary Anning'.  
Make a fossil with whatever materials you have at home.  
E.g Paper straws, pasta, sand, chalk, foil, cotton buds



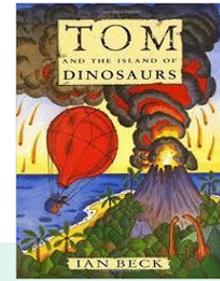
### Project 6 –

Using different Design and Technology joining techniques create a model of a dinosaur habitat





# Let's quiz



'Let's quiz' is an exciting new game we have launched for the children. At the end of every topic they will take part in a fun quiz all about what they have learnt over the half-term. You can help your child to succeed and remember what they have learnt by talking about the questions together at home.

Research says that when children repeatedly return to previously learnt information, they are more likely to '**Know and Remember More**' in the long term.

1. Name the 4 countries of the United Kingdom.
2. Give an example of an expanded noun phrase.
3. What is the red hot liquid called that pours out of a volcano?
4. How many sides does a pentagon have?
5. What is the name for someone that studies dinosaurs?
6. What religion has a holy book called the Quran?
7. What are the features of a non-chronological report?
8. What are the differences between a non-fiction and fiction books?
9. How can you paint a monochromatic painting?
10. What fraction is  $\frac{1}{2}$  equal to?