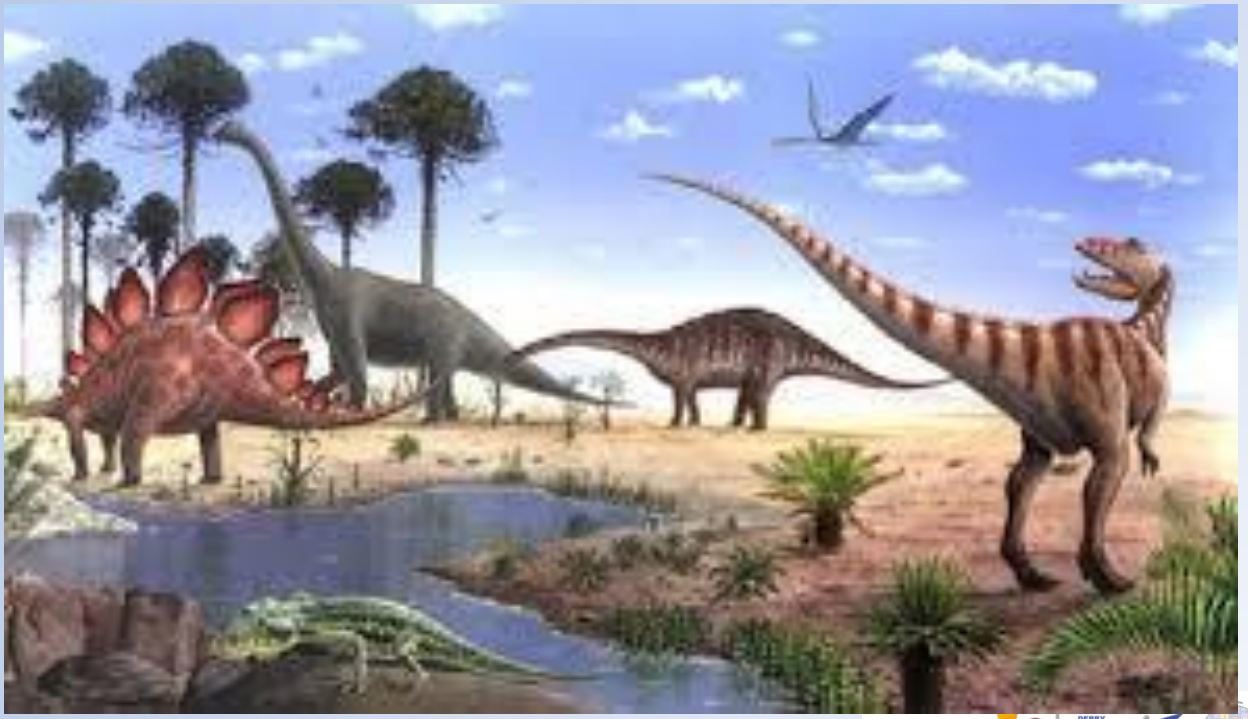
Year 2

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?

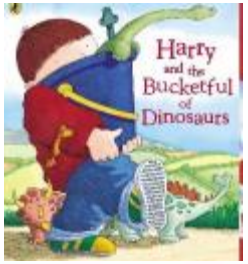
How does it survive?

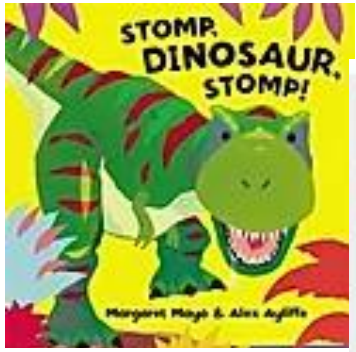
Could you describe it?

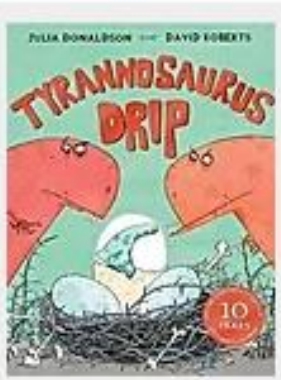
How are humans affecting animals nowadays?

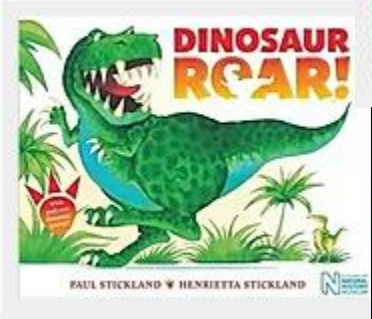
High Quality Texts

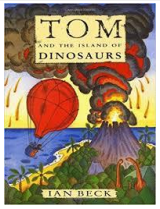
Fiction

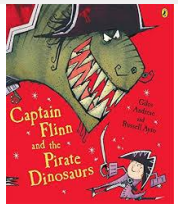




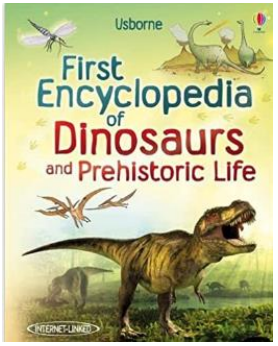


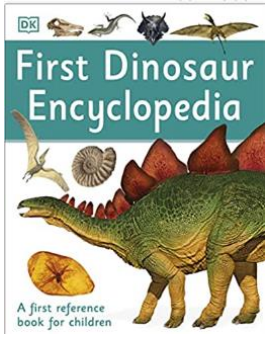






Core Texts



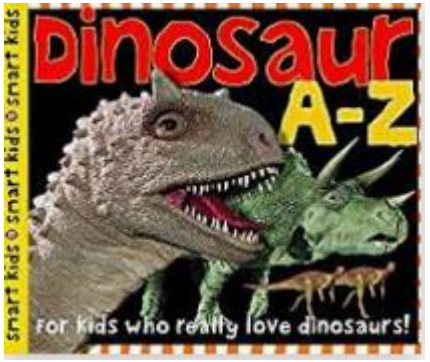


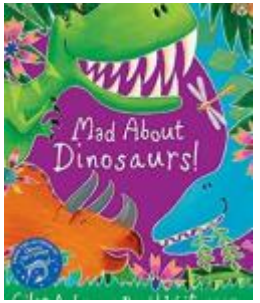
Film

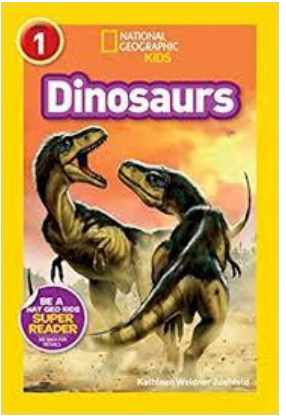
Multi- media

Multimedia Padlet:
https://padlet.com/aharker4/cgcxw1ebi5y808kb

Non-Fiction





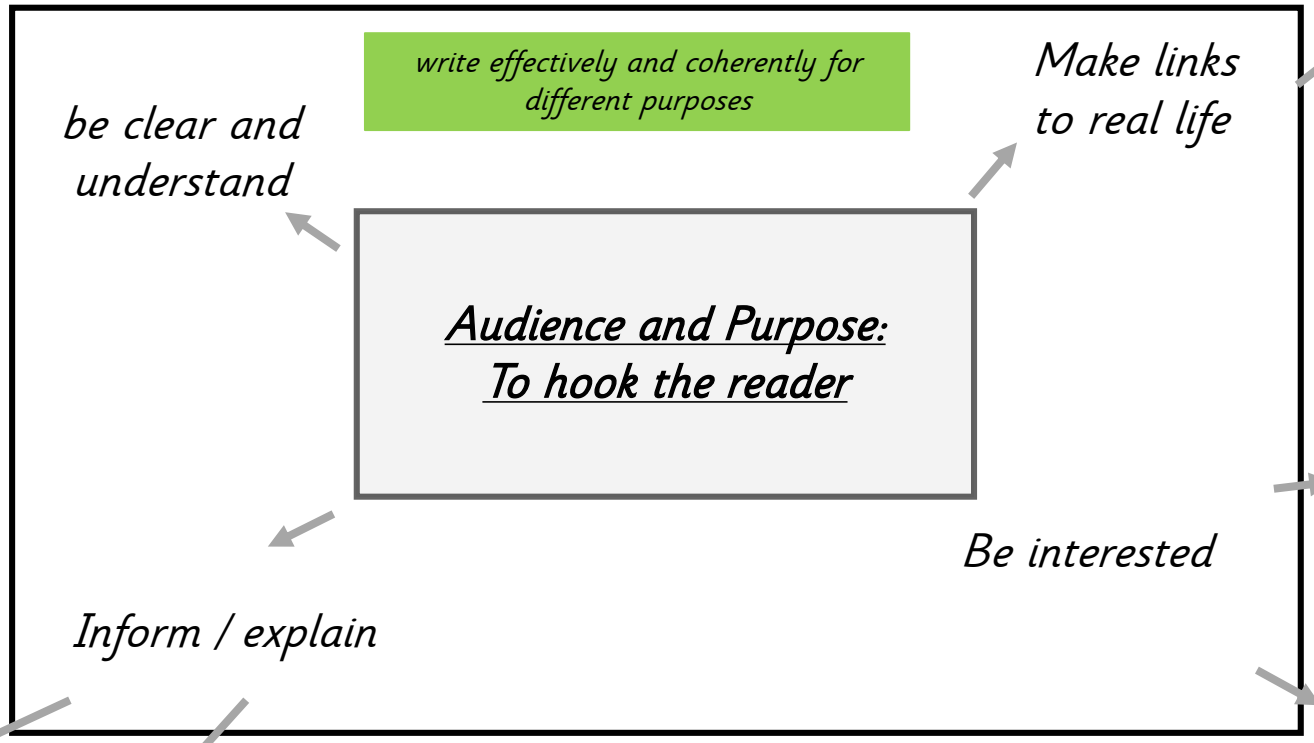


Rhymes and Songs

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

Writing Features

Year 2
Summer Term 2



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.

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.

I can use spacing between words.

Use exclamation and question marks to demarcate sentences

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

I can use present and past tenses correctly and consistently.

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.

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

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

I can spell common exception words.

Yellow = WTS

Green = EXS

Purple = GDS

Summer 2

In English, we will be writing to engage the reader with our dinosaur Information Book

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 1 – 7

Children will create a dinosaur information book. The focus will be on:

- Contents
- Introduction
- Herbivore Dinosaur
- Carnivore Dinosaur
- Omnivore Dinosaur
- Flying Dinosaur
- My Favourite Dinosaur
- Glossary

Week 2 – Conkers Trip

- Herbivore Dinosaur

Week 3

- Omnivore Dinosaur
- Carnivore Dinosaur

Week 4

- Dinosaurs that can fly
- My favourite Dinosaur

Week 5

- Transition Visits
- Front page

Week 6

- Glossary
- Sports afternoon.
- Graduation Year 2

Week 7

- Showcase Museum

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
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 other strategies can be used to read words
- I know how to give an opinion on books or poems.
- I know how ton read sufficiently and fluently
- I know how to self correct.
- I know how to use prior knowledge and reading experiences to understand texts.

As Authors we will:
- I know how to use thoughtful and sometimes ambitious vocabulary.
- I know how to evaluate my writing with peers and withy an adult to make simple additions and corrections.
- I know how to use subordination (when, if, that because).
- I know how to use apostrophes for the most common contracted words (don't, won't, I'll, I'm)

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.

As RE experts we will:
I know how should we care for others and the world, and why does it matter?

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 Mathematians we will –

Problem solving and efficient methods
I know how to problem solve using different methods.

Time
I know how to tell the time to the hour, half hour and the quarter hour.
I know how to tell the time to five minutes.
I know how to find out how long something lasts.

Weight, volume and temperature
I know how to compare and measure mass.
I know how to compare and measure volume.
I know how to measure temperature.
I know how to read a thermometer.

As PE superstars (Social Cog – REAL Gym):
I know how to work sensibly with others, taking turn and sharing.
I know how to help, praise and encourage others learning.
I know how to show and tell others my learning.

Year 2 Summer 2

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 experiment with inter-related dimensions of pulse/beat, rhythm and pitch.
I know how to play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.
I know how to play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.

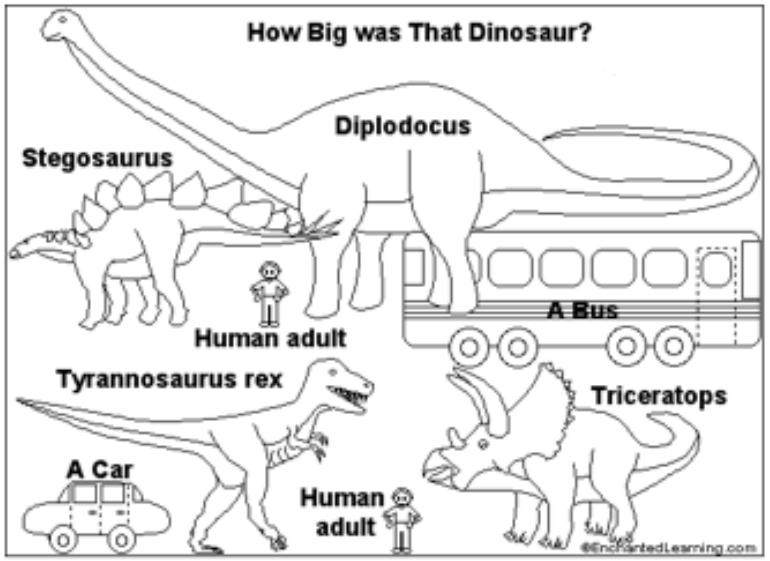
As Artists/Designers we will:
I know how to use the core skills: drawing(self-portrait, pointillism, stippling), painting (silhouettes, warm/ colour) and sculpture (armatures) to develop and share my ideas, experiences and imagination.
I know how to use formal elements of art and design: colour (contrast, atmosphere), pattern, texture, line, shape, form and space (negative/ positive spaces) to enhance my work.
I know how to use a range of materials creatively to design and make products: collage, printing and textiles.
I know about the work of a range of artists and designers describing the differences and similarities between different practises and disciplines, and making links to my own work. (Ernst Haeckel, Seurat, Rolls Royce).
I know how to use simple drawing programmes on computers and ipads.
I know how to use Mechanisms: Wheels and axles

As Citizens we will:
I know that friends should make me feel happy.
I know how to be a good friend.
I know how to recognise and talk about my emotions.
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.

Dinosaur Knowledge Mat

Dinosaurs		
Ankylosaurus (An-ky-lo-sau-rus)		herbivore
Brachiosaurus (bra-chi-o-sau-rus)		herbivore
Diplodocus (dip-lo-do-cus)		herbivore
Parasaurolophus (para-sau-ro-lo-phus)		herbivore
Pterodactyl (pter-o-dac-tyl)		carnivore
Stegasaurus (ste-ga-sau-rus)		herbivore
Triceratops (tri-ce-ra-tops)		herbivore
Tyrannosaurus Rex (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



	Term	Definition
1	*Dinosaur*	A group of reptiles that dominated the land for over 160 million years. A variety of species of dinosaurs lived during different eras.
2	*Pangea*	Supercontinent during the early Mesozoic era, primarily located in the southern hemisphere.
3	*Extinct*	When a species of animals or plants die out or disappear completely.
4	*Fossil*	The remains or impression of a prehistoric plant or animal embedded and preserved in rock.
5	*Herbivore*	An animal that feeds on plants.
6	*Carnivore*	An animal that feeds on other animals.
7	*Omnivore*	An animal that eats a variety of food of both plant and animal origins.
8	*Reptile*	A (normally) cold blooded animal with dry scaly skin, which normally gives birth to young by laying soft shelled eggs on land.
9	*Mammal*	A warm blooded animal, normally with hair or fur, which typically birth live young and feed them through milk.
11	*Warm blooded*	Animals which maintain a constant body temperature, normally higher than their surroundings (mainly mammals and birds).
12	*Cold blooded*	Animals whose body temperature varies depending on its surrounding environment.
13	*Paleontologist*	A scientist who studies fossils.

Selected examples of dinosaurs

1. 
Tyrannosaurus Rex

2. 
Velociraptor

3. 
Spinosaurus

4. 
Stegosaurus

5. 
Parasaurolophus

6. 
Triceratops

7. 
Brachiosaurus

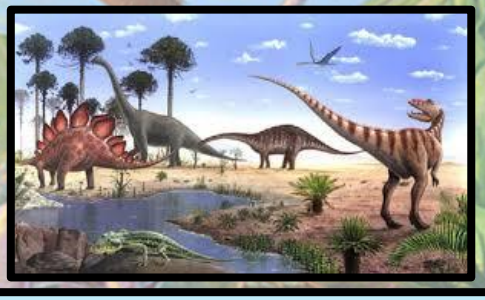
8. 
Oviraptor

	When did dinosaurs live?		
	Period	**Dates**	**Information**
1	*Triassic Period*	250–200 million years ago	Hot dry climate, mostly covered with large deserts. Pangea starts to break up towards the end.
2	*Jurassic Period*	200-145 million years ago	Many other animals extinct – dinosaurs survive. Fall in temperature, raise in rainfall – good conditions for plants to grow.
3	*Cretaceous Period*	145–65 million years ago (mya)	Land continued to separate toward current continents. Wider variety of plants and animals develop (particularly more mammals).
4	*Mesozoic Era*	250 – 65 mya	'Age of the Reptiles'. Warmer climate, no polar ice caps, high sea level.
5	*Cenozoic Era*	65 mya to present	'Age of the Mammals'. Broad diversity of life. Current era of history.

Important Facts & definitions		
1	Most dinosaur fossils have been found in the deserts of **North America, China and Argentina**.	
2	Deserts keep fossils from being covered by plant matter, so they are preserved well and are easy to find for **archaeologists.**	
3	Petrified	Preserved in a stony material.
4	Excavate	Carefully dig.

Timeline

What's in the egg?



Creative Homework Summer 2

Project 5 –

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 Wednesday 19th July 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 ROAR some 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' was a huge success last half-term.
The children really enjoyed being quizzed and having the opportunity to show off their new knowledge.
Thank you for helping your child to succeed; it was clear many children had been practising at home, as they were bursting to share their knowledge and get their best score.

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

Bring it forward

1. Name 4 dinosaurs.
2. What features would a *meat-eating* dinosaur have? Why?
3. What features might a *plant-eating* dinosaur have? Why?
4. Choose a dinosaur and explain how you would represent dinosaur movements when composing music. You could use the words pitch, dynamic, rhythm, pulse, tempo, crochet, quaver, quaver- rest.
5. Explain what happened to the dinosaurs?
6. Describe a dinosaur habitat.
7. How can we look after our mental health?
8. What was Mary Anning famous for?
9. How can we measure?
10. What do moving vehicles need?

Summer 2