

Year 2		Mary Anning Meets the Dinosaurs		Spring 2
<p>ROOTS Link: Open our Mind How did Mary Anning help to open people's minds?</p>	<p>Whole School Project: Artists day Anti-bullying week Safer Internet day</p>	<p>Ignites, Trips, Visits & Visitors:</p>	<p>Possible trip to dinosaur part of Gulliver's land National history museum London.</p>	
<p>Vision: During this project children will explore the discovery of dinosaurs and how we know they existed. Using our key text, Stone Girl Bone Girl, children will explore how Mary Anning found fossils exposing their existence. Children will look at Mary Anning's life and how her passion for fossils began. Children will learn the names of different animals and how to classify them into different groups such as herbivores, carnivores and omnivores. Children will explore the role of a palaeontologist and look at how archaeological digs help us find things out about the past. As part of our project, will unpick food chains and how animals are suited for certain habitats.</p>			<p>Key Texts:</p> <ul style="list-style-type: none"> Stone Girl Bone Girl 	
History/ Geography				
NC Links	Knowledge		Skills	
<ul style="list-style-type: none"> Study the lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> Fossils were called "curiosities " That Dinosaurs are a group of reptiles that dominated the land for over 140 million years Scientists who study dinosaurs are called Paleontologist That archeological digs help us make discoverers about the past <p>OL: Can I retell the life story of a famous person from the past? (Mary Anning)</p> <p>OL: Can I explain how Mary Anning's helped scientists know more about dinosaurs?</p> <p>OL: Can I explain how scientists know about dinosaurs?</p>		<ul style="list-style-type: none"> Observe and handle evidence to ask questions and find answers to questions about the past. Identify some of the different ways that the past has been represented. Describe significant people from the past. 	

	<p>OL: Can I explain what a dinosaur is?</p> <p>OL: Can I create a dinosaur timeline?</p> <p>OL: Can I understand how the dinosaurs became extinct?</p>	
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English

<p>Writing Focus Non Fiction Newspaper</p> <p>Purpose and Audience: To inform and capture the reader of an event</p> <p>Cold Write: Write a newspaper article based on a recent event.</p> <p>WAGOLL: Newspaper Mary Anning finding the fossils</p> <p>Hot Write: Newspaper report about finding something at school (GDS short story)</p> <p>Writing Focus Fiction Finding Tale</p> <p>Purpose and Audience: To entertain the reader.</p> <p>Cold Write: Treasure hunt</p> <p>WAGOLL: Adventure at Sandy Cove</p> <p>Hot Write: Change character and place (GDS recount)</p>	<p>Short Bursts Non-Fiction:</p> <p>Eye witness report (Quotations)</p> <p>Instructions how to make a fossil (chronological order)</p> <p>Short Bursts Fiction:</p> <p>Lost poster (adjectives, description)</p> <p>Thought bubbles (speech)</p>
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NC Links	Knowledge (Grammar)	Skills (Punctuation, Composition)
<p>Reading</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related <p>GPS</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 	<ul style="list-style-type: none"> Questioning. Question starters and how to demarcate using a question mark Quotations Using –ly to turn adjectives into adverbs. Using apostrophes for contractions and singular possession. Prepositions Adjectives, similes and alliteration Adverbs for information 	<p>Punctuation</p> <ul style="list-style-type: none"> Using inverted commas to illustrate quotations Full stops Capital letters Exclamation marks Question marks <p>Composition</p> <ul style="list-style-type: none"> Create captivating headlines Know how to write in chronological order Writing with long and short sentences

<ul style="list-style-type: none"> learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones <p>Plan and write: Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Evaluate and edit: Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 		<ul style="list-style-type: none"> Coordination conjunctions to create compound sentences Create stories using the 5 key elements Use story mapping and boxing up techniques
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Speaking & Listening	
Speaking & Listening	Debating
<ul style="list-style-type: none"> adopt appropriate roles in small or large groups and consider alternative courses of action 	<ul style="list-style-type: none"> ensure everyone contributes, allocate tasks, and consider alternatives and reach agreement


<ul style="list-style-type: none"> present part of traditional stories, own stories or work from different parts of the curriculum for members of their own class consider how mood and atmosphere are created in live or recorded performance 	<ul style="list-style-type: none"> work effectively in groups by ensuring each group member takes a turn challenging, supporting and moving on listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
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Spelling & Phonics

NC Links	Knowledge	Skills
<ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>Phonics See phonics progression map</p> <p>Spelling</p> <ul style="list-style-type: none"> aɪ/sound spelt 'y' Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it i:/ sound spelt 'ey' near homophones (quite/quiet) r/ sound spelt 'wr' adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel 	<ul style="list-style-type: none"> Knowing set 1, 2 and 3 sounds. Alternative pronunciations <p>Look cover write check</p> <ul style="list-style-type: none"> Segmenting Blending Highlighting Using spelling journey Sound mat Proof reading

Handwriting		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Know how to make diagonal strokes to join two tall letters together. 	<ul style="list-style-type: none"> Form diagonal strokes to join two tall letters together such as ll and th

Design & Technology		
NC Links	Knowledge	Skills
<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, 	<p>Focus: Textiles</p> <p>Chn to create a bag for fossil collecting.</p> <ul style="list-style-type: none"> Know which materials are suitable for using making a bag. Know why tying a knot is important so my bag doesn't fall apart Know why a design brief is needed <p>OL: Can I explore material properties? OL: Can I learn the running stitch? OL: Can I design my bag? OL: Can I begin to make my bag? OL: Can I finish my bag? OL: Can I evaluate what went well?</p>	<ul style="list-style-type: none"> Compare materials and suitability for a purpose Thread a needle Complete a running stitch Be able to tie a knot Design from a design brief Label tools and materials needed Cut material using a template Make a tie opening Evaluate my bag

<p>textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria 		<p>More Able:</p> <ul style="list-style-type: none"> • Design and make a motif that could go on the front of the bag. Be able to use a running stitch to attach the motif to the front of the bag. 
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Art & Design		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers • Evaluate and analyse creative works using the language of art, craft and design • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<p>Focus: Formal elements of Art</p> <ul style="list-style-type: none"> • Know how to create abstract art using different colours and shapes • Know what abstract art means • Know how to hold a pencil in different ways to experiment with line and mark making • Know how to evaluate my work and the work of others • Know the difference between primary and secondary colours <p>OL: Can I create abstract art? OL: Can I create different types of lines? OL: Can I explore line and mark making to draw water? OL: Can I explore different colours? OL: Can I paint with colour?</p>	<ul style="list-style-type: none"> • Explore mark making and experiment with drawing lines • Use a range of materials and techniques • Mix primary colours in order to make secondary colours • Create different shades of colours • Justify choices in colour • Use, express and experiment with line for purpose, then use appropriate language to describe lines • Identify, describe and use shape for purpose • Explore and create ideas for purpose • Study and evaluate the work of Beatrice Milhazes

Science

<p>Enquiry Questions:</p> <p>How do we know that dinosaurs existed? Why are animals suited for different habitats? What do animals eat?</p>	<p>Key Vocabulary: Alive, Dead, Food chain, Habitat, Microhabitat, Predator, Prey, Carnivore, Herbivore, Omnivore</p>
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NC Links	Knowledge	Skills
<p>Work scientifically by:</p> <ul style="list-style-type: none"> Sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. Construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there. 	<ul style="list-style-type: none"> Know the differences between things that are living, dead and things that have never been alive. Know that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Know the names of a variety of plants and animals in their habitats including micro habitats Know 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>OL: Can I sort things into dead, alive or never been alive? OL: Can I say what a habitat and a microhabitat is? OL: Can I explore my habitat? OL: Can I conduct a microhabitat survey? OL: Can I make a microhabitat? OL: Can I understand what a food chain is? OL: Can I make a food chain? OL: Can I find a food chain?</p>	<p>Sort objects into dead alive and never been alive Make a habitat Make a microhabitat Create a food chain Classify animals into the food they eat Be able to ask questions Observe carefully Use magnifying glasses</p>

Music

<p>Termly Focus: Composition</p> <p>Saint Saens – Carnival of the Animals. 14 movements each a different animal: Focus on ‘fossils’ movement. Link to ballet by Christopher Wheeldon 2003.</p> <p>Children to create a piece of music based on different dinosaurs.</p>	<p>Key Vocabulary: Sounds, score, pitch, sequence, timbre, duration, composer, composition. Notation, combine, pattern, combination, high middle, low, dynamics, loud, soft</p>	
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 	<ul style="list-style-type: none"> Know what timbre is Know what different sounds we can hear in our natural environment Know the names of different instruments Know what we need to do to layer sound in order to make a piece of music. Know what the structure of music looks like 	<ul style="list-style-type: none"> Can use timbre to select and organise sounds into simple graphic scores e.g. tappers/shakers/scrapers Can use their knowledge of sounds to inform listening e.g. a drum plays a soldier’s march To identify familiar environmental sounds e.g. door- bell/dog barking Select instruments of appropriate pitch for composition Create sequences of sound. Can organise sounds into a sequence or with a beginning/middle/end Begin to combine sounds and to select the timbre and duration of sounds Start to use graphic notation to mark down ideas in a sequence, in a pattern or in a combination of sounds. Use simple graphic representation of H/L and H/M/L sounds to notate their ideas and play those of other children

Computing		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Music Curriculum Links</p> <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Focus: Creating Media – Music</p> <ul style="list-style-type: none"> Understand how music can make us feel different emotions Know what a rhythm is Know how music can be used in different ways Know that music is recorded as notes Know why evaluating is important <p>OL: Can I say how music makes me feel? OL: Can I create rhythms and patterns? OL: Can I explain how rhythm can be used? OL: Can I use a computer to make musical notes? OL: Can I make music inspired by an animal? OL: Can I review my work?</p>	<ul style="list-style-type: none"> Identify simple differences in pieces of music Listen with concentration to a range of music (links to the Music curriculum) Describe how music makes me feel, e.g. happy or sad Create a rhythm pattern Play an instrument following a rhythm pattern Explain that music is created and played by humans Connect images with sounds Use a computer to experiment with pitch and duration Relate an idea to a piece of music Identify that music is a sequence of notes Use a computer to create a musical pattern using three notes Refine my musical pattern on a computer Describe an animal using sounds Explain my choices Save my work Describe an animal using sounds Explain my choices Save my work
RE		
NC Links	Knowledge	Skills
<p>See RE guidance non-statutory 2010</p>	<p>Focus: Islam Prayer at home</p> <p>Key question: Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<ul style="list-style-type: none"> Explain how it felt to have to stop doing something to reach the target we had set. Use the right words to describe how Muslims pray and begin to explain why they do this. Explain how praying 5 times a day might help in some ways more than others

	<ul style="list-style-type: none"> • Know what the process of Prayer and what has to happen at each stage • Know what commitment is • Know how our commitment can be similar to the commitment of prayer. • Know how Muslim's prepare for prayer • Know what goals I could choose <p>OL: Can I understand what commitment is? OL: Can I compare how prayer is similar to exercise? OL: Can I say how Muslims prepare for prayer? OL: Can I explain the different steps of prayer? OL: Can I explain how prayer could help with the day? OL: Can I choose a goal I would like to commit to? (Link to PSHE)</p>	<ul style="list-style-type: none"> • Explain what commitment is
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PSHE		
NC Links	Knowledge	Skills
<p>See non-statutory guidance NC</p>	<p>Focus: - Dreams and Goals</p> <ul style="list-style-type: none"> • Know what a goal is • Understand that some tasks can be difficult and I have to persevere • Know why I am better to work with some people • Know what working cooperatively means • Understand how contributing in a group can make me feel <p>OL: Can I identify my dreams and goals? OL: Can I identify the steps that I need to do to meet my realistic goal? OL: Can I work with others to achieve my goal?</p>	<ul style="list-style-type: none"> • Choose a realistic goal and think about how to achieve it • Identify my successes and achievements and know how this makes me feel (proud) • Persevere even when I find tasks difficult • Explain some of my strengths as a learner • Recognise who it is easy for me to work with and who it is more difficult for me to work with • Understand how working with other people can help me to learn • Work cooperatively in a group to create an end product • Work with other people to solve problems • Explain some of the ways I worked cooperatively in my group to create the end product

	<p>OL: Can I recognise who it is easy for me to work with and who I find it difficult to work with?</p> <p>OL: Can I design and label my dream bird?</p>	<ul style="list-style-type: none"> • Express how it felt to be working as part of this group • Share success with other people • Explain how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud)
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PE		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 	<p>Indoor Focus: Multi Skills fundamentals</p> <ul style="list-style-type: none"> • Know how to bounce a ball • Know how to kick a ball • Know how to hit a ball • Know what accurate and control means • Know how to balance <p>OL: Can I accurately roll, throw, bounce and catch?</p> <p>OL: Can I keep balance while moving in different directions?</p> <p>OL: Can I send and receive a ball?</p> <p>OL: Can I develop my throwing, catching, rolling and bouncing skills?</p> <p>OL: Can I perform a range of ball skills with control?</p> <p>OL: Can I combine all the skills I have learnt this half term?</p>	<ul style="list-style-type: none"> • Move about the space changing direction with control, avoiding others, can roll, bounce and throw a ball accurately • Move about the space changing direction with control and avoid others • Move about the space changing direction with control, avoiding others, can roll, bounce and throw a ball accurately • Throw and hit a ball accurately. • Dribble and kick a ball accurately
	<p>Outdoor Focus:</p>	

Maths		
NC Links	Knowledge	Skills
<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p><u>Focus Week 1 – 4 Multiplication and Division</u></p> <ul style="list-style-type: none"> Know the 2, 5 and 10 times table Know what equal means Know different representations for both multiplication and division such as pictorial, concrete, arrays, bar models Know a range of vocabulary linked to multiplication and division such as: lots of, groups of, multiply, times, divide, share Know that the equal sign can be placed at the front or back of a number sentence Know that when we times by 0 the answer is 0 Know that multiplication is commutative but division is not. <p><u>Focus: Week 5 – 6 Statistics</u></p> <ul style="list-style-type: none"> Know that each tally mark represents 1 Know that when we get to 5, the tally mark changes Know that charts, pictograms and block diagrams are based on questions Know what questions could be displayed in which representation 	<ul style="list-style-type: none"> Recognise equal groups Make equal groups Add equal groups Multiplication sentences using \times Multiplication sentences using pictures Use arrays Make doubles 2 times table 5 times table 10 times table Make equal groups by sharing Make equal; groups by grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10 <ul style="list-style-type: none"> Make tally charts Draw pictograms 1-1 Interpret pictograms 1- 1 Draw pictograms 2, 5 and 10 Interpret pictograms 2, 5 and 10 Make and interpret block diagrams