

## Spring Term Curriculum Map Year 2

	Spring 1 and Spring 2      Dinosaurs <u>Who was Mary Anning?</u>		
	Spring 1		Spring 2
Englis	<ul style="list-style-type: none"> <li>• Stories with familiar settings</li> <li>• Instructions (How to find fossils)</li> </ul>		<ul style="list-style-type: none"> <li>• Non - Chronological reports</li> <li>• Structure of Poetry - Calligrams or performance poetry</li> </ul>
Maths WRM	<ul style="list-style-type: none"> <li>• Finish off shape</li> <li>• Money</li> <li>• Multiplication and division</li> <li>• length and height</li> <li>• mass, capacity and temperature</li> </ul> <i>Ongoing fluency, reasoning and problem solving</i>		
Science	<i>Plants light and dark</i> <ol style="list-style-type: none"> <li>1. explore plants</li> <li>2. plant parts</li> <li>3. what do plants need to grow?</li> <li>4. Plan investigation – light and dark</li> <li>5. Investigate – light and dark</li> </ol>	<i>Living things and their habitats</i> <ol style="list-style-type: none"> <li>1. Habitats in my local area</li> <li>2. Polar habitats</li> <li>3. Desert habitats</li> <li>4. Ocean habitats</li> <li>5. Woodland habitats</li> <li>6. Microhabitats</li> <li>7. Habitats and diet</li> <li>8. Food chains</li> <li>9. Living, dead or never alive?</li> </ol>	<i>Plants light and dark</i> <ol style="list-style-type: none"> <li>1. Findings – light and dark</li> </ol>

History	<p><b>1. Recount the life of someone famous from Britain who lived in the past</b> <b>Explaining historical significance</b>  Recount the life of Mary Anning – who she was, what she did, why and when she became famous.</p> <p><b>2. Uses information to describe the past – (timelines)</b> <b>Understanding Chronology</b>  Order the life of Mary Anning on a timeline – paying particular attention to what she did earlier on and later on in her life.</p> <p><b>3. Describes objects, people and events in history.</b> <b>Interpreting sources and evidence</b>  Identify objects from the past – tools that fossil hunters used in past and also compare to the present.</p> <p><b>4. Use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning -</b> <b>Explaining historical significance</b>  Recount or report on the life of Mary Anning, use information learnt to write about past, present, then and now,</p> <p><b>5. Identify different ways in which the past is represented.</b> <b>Explaining historical significance</b>  To look at features of a dinosaur. Sort and group Herbivore, Carnivore and Omnivore</p> <p><b>6. History hot task</b></p>
Geography	<p><b>1. Name and locate 7 continents and 5 oceans -</b> <b>Location/Place Knowledge</b>  Locate the 7 continents on a map and the 5 oceans.</p> <p><b>2. Locate Dorset on a British Isle Map and to understand that Dorset is in England -</b> <b>Location/Place Knowledge</b>  To locate Dorset on a British Isle Map and understand that it is in the UK link to birth place of Mary Anning.</p> <p><b>3. To identify seasonal and weather patterns -</b> <b>Geographical enquiry and field work / Physical features</b>  To compare weather in Chelmsford and Dorset – understand weather symbols and compare patterns from one day to another</p> <p><b>4. To describe some human features such as jobs people do</b> <b>Human features</b>  Talk about Mary Anning’s job, jobs of special services, our parents, teachers etc.</p> <p><b>5. Draw a map of a real or imaginary place use class agreed symbols to make a simple key –</b> <b>Mapping</b>  To draw a sketch map and come up with key symbols as a class – look at map of Maltese road.</p> <p><b>6. Name and describe physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, rive –</b> <b>Physical features</b>  Look at Dorset as a place identify these features</p> <p><b>7. Explain what facilities a town/village might need and name and describe key human features, including: city, town, village, factory, farm, house, office and shop, jobs –</b> <b>Human features</b>  Look at Chelmsford – identify these features</p> <p><b>8. Hot task</b></p>

**Research – Purple Mash unit 2.5**

- to understand the terminology associated with the internet and searching
- to gain a better understanding of searching the internet
- to create a leaflet to help someone search for information on the internet

**Communicating & presentation – No Purple Mash unit**Microsoft Word

- Move words into the correct positions using the enter and back keys
- Use the mouse and curser to select places to insert words/to select words to be deleted
- To change the font size and colour of text
- Highlight text to change its format (B, U, I)
- Use 'save as' to save work, and understand that work must be saved regularly to avoid losing it.

Easter egg cards with levers and hinges – Pop open easter egg and chicks  
**Mechanisms, construction and use of materials: (see resources)**

1. To draw, label and design easter egg cards with moving levers and hinges  
**Developing, planning and communicating ideas:**

think or ideas, plan, choose the best tools and materials and give reason as to why.  
Make simple drawings and label.

2. Make a mock-up of a gingerbread man to test levers and hinges join things (materials/ components) together in different ways **Working with tools, equipment, etc:**

Practise making to test what levers and hinges are the best to use. Make notes in sketchbooks.

3. Use plans and drawing to make moving card join materials together as part of a moving product **Mechanisms/ Working with tools, equipment, etc**

To begin making.

4. Use plans and drawing to make moving card join materials together as part of a moving product **Mechanisms/ Working with tools, equipment, etc**

To continue making.

5. Use plans and drawing to make moving card join materials together as part of a moving product **Mechanisms/ Working with tools, equipment, etc**

To finish making.

6. To evaluate learning **Evaluating**

To explain what went well, strengths and weaknesses and possible changes they might make. Talk about ideas and say what they like or dislike.

3D clay fossils3D: clay tile with modelled shell and fossil attachments

1. Use charcoal, pencil and pastels to draw different fossils – **drawing**  
To draw different fossils in sketchbooks.
2. Draw and design own clay tile with shells and fossils – **drawing**  
Show patterns and textures in drawings in sketchbooks.
3. To practise joining clay - **3D**  
To use clay and practise joining pieces, pinching, using water to join edges.
4. Begin to create own clay tiles **3D**  
To use clay and practise joining pieces, pinching, using water to join edges, add line and shape to their work.
5. Continue making **3D**  
To use clay and practise joining pieces, pinching, using water to join edges, add line and shape to their work.
6. To evaluate learning **Evaluating**  
To explain what went well, strengths and weaknesses and possible changes they might make. Talk about ideas and say what they like or dislike.

**Charanga Scheme** inventing a musical story

**Listen & Appraise**

- To know and recognise the sounds and names of some instruments
- To enjoy moving to music and say how the music makes them feel or describe the mood of the music
- To know that songs have a musical style

**Singing**

- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

**Playing**

- Play a tuned instrumental part
- Listen to and follow musical instructions from a leader

**Improvisation and composition**

- Learn to listen to, copy and clap back rhythms and then improvise their own
- Using voices and instruments, listen and copy back, then improvise own answers using one or two notes
- Take turns to improvise using one or two notes
- Begin to understand that their composition should have a beginning, middle and end

**Performance**

- Learn to add their own ideas to a performance

**Charanga Scheme** recognising different sounds

**Listen & Appraise**

- To know and recognise the sounds and names of some instruments
- To enjoy moving to music and say how the music makes them feel or describe the mood of the music
- To know that songs have a musical style

**Singing**

- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

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P.E	<p><b>Gymnastics skills</b></p> <ul style="list-style-type: none"> <li>• plan and show a sequence of movements</li> <li>• use contrast in their sequences</li> <li>• movements are controlled</li> <li>• think of more than one way to create a sequence which follows a set of 'rules'</li> <li>• work on their own and with a partner to create a sequence</li> <li>• Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (developing balance, agility and co-ordination)</li> <li>• Perform dances using simple movement patterns.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• decide where the best place to be is during a game</li> <li>• use one tactic in a game</li> <li>• follow rules</li> <li>• use hitting, kicking and/or rolling in a game</li> <li>• stay in a 'zone' during a game</li> <li>• Remember, repeat and link combinations of skills</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (running, jumping, throwing, developing balance and agility and co-ordination)</li> <li>• Participate in team games (developing simple tactics for attacking and defending)</li> </ul>	<p><b>Dance skills linking to dinosaurs</b></p> <ul style="list-style-type: none"> <li>• dance imaginatively</li> <li>• change rhythm, speed, level and direction</li> <li>• dance with control and co-ordination</li> <li>• make a sequence by linking sections together</li> <li>• link some movements to show a mood or feeling</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (developing balance, agility and co-ordination)</li> <li>• Perform dances using simple movement patterns.</li> </ul> <p><b>Tennis skills</b></p> <ul style="list-style-type: none"> <li>• To hold a stick correctly</li> <li>• hit a ball accurately and begin to use control</li> <li>• Start to keep possession of the ball</li> <li>• move to find a space</li> <li>• Devise and start to use rules.</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (running, jumping, developing balance, agility and co-ordination)</li> </ul>
R.E	<p><u>Human and Social science – How do Christians belong to their faith family?</u></p> <p><b>Christianity</b></p> <ol style="list-style-type: none"> <li>1. Describe how it feels to belong</li> <li>2. Classify the meaning of symbols used in Christian baptism</li> <li>3. Create a symbol which represents belonging</li> <li>4. Design a Church which includes symbols of Christianity</li> <li>5. Compose an artwork to express how Christians belong to a faith family</li> </ol>	<p><u>Human and Social science – How do Jewish people celebrate Passover?</u></p> <p><b>Judaism</b></p> <ol style="list-style-type: none"> <li>1. Ask questions about traditions, festivals and celebrations</li> <li>2. Sequence and illustrate the Jewish story of Passover</li> <li>3. Explain the symbolic significance of Jewish artefacts</li> <li>4. Examine and order the traditions of Haggadah</li> <li>5. Design an informative leaflet about the festival of Passover</li> </ol>

**Dreams and Goals**

- explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.

explain how it felt to be part of a group and can identify a range of feelings about group work

**Healthy me**

- explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.

compare my own and my friends' choices and can express how it feels to make healthy and safe choices





# *The Learning Challenge* *Curriculum*



Knowledge organisers and vocabulary grids

Key Vocabulary

***Who was Mary Anning?***

Fossil	Habitat	Coast	Dinosaur	Extinct
Species	Discovery	Reptile	Mammal	Jurassic
Herbivore	Carnivore	Omnivore	Prehistoric	Palaeontologist

# Knowledge organiser

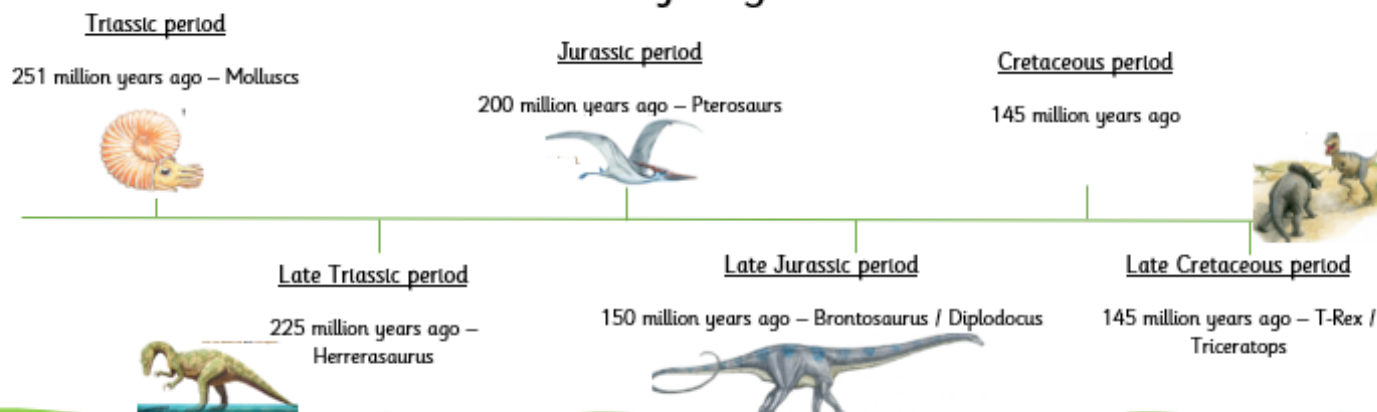
## Year 2

### Dinosaurs

#### Key vocabulary

Dinosaur	A group of reptiles that dominated land for over 160 million years
Extinct	When a species of animals or plants die out or disappear completely
Fossil	The remains or impression of a prehistoric plant or animal embedded and preserved in rock
Herbivore	An animal that feeds on plants
Carnivore	An animal that feeds on other animals
Omnivore	An animal that eats a variety of food of both plant and animals
Reptile	A cold-blooded animal with dry, scaly skin
Mammal	A warm-blooded animal with hair or fur
Prehistoric	Something that existed during a time before things we written down
Jurassic	The period of time between 208 and 146 million years ago
Habitat	A natural environment in which an animal or plant lives
Palaeontologist	A scientist who studies fossils

#### Timeline of key events



#### Facts

A T- Rex bite was more than twice as powerful as a lion's bite.	The word dinosaur means <b>terrifying lizard</b> . This name was invented by palaeontologist Sir Richard Owen in 1842.
A newborn baby has a bigger brain than most dinosaurs had.	700 difference species of dinosaur have been found. 108 of these have been found in Britain!
The name "Velociraptor" means speedy thief.	

#### Important people

**Mary Anning** 1799- 1847  
Fossil hunter

Did you know that the creation of the tongue twister "she sells sea shells by the sea shore" was inspired from the palaeontologist Mary Anning. She is considered by many as the greatest fossilist in the world. She was born and grew up in Lyme Regis, on the south coast of England.



