## Dinosaurs and Discovery- Curriculum Driver

Year 2 Summer Term

**Topic Question:** Do machines make our lives easier? **RE Question:** How are we influenced on our life choices? Linked people of study: Mary Anning, Jack Horner, Richard Trevithick

Linked texts: Secret Dinosaur, Thomas and the Tinner, Five Go Down To the Sea, Dinosaur Diary

Linked Music: Dinosaur Stomp, John Williams – Main Theme – Jurassic Park, Walk the Dinosaur, Stravinsky's Rite of Spring, Fantasia clips, Cornish songs

**Trips/Visitors:** Dino4Hire, King Edward Mine

Topic Composite/Finale: Dinosaur Museum

Linked Prior Learning: Compare places with Brazil and the rainforest from Autumn term topic.

# History

Intent: To understand how we find out about the past using a variety of sources. To compare different periods of time.

#### Skills, and Knowledge **Components Focus**

- Answer questions about the past using given sources.
- Discuss significant people in Brit-• ain beyond their living memory
- Knows some of the ways that ٠ we can find out about the past.
- Describe an artefact. ٠
- Describe the similarities and dif-• ferences between life during a time in the past and life today.
- Discuss some significant historical events, people and places in his/her own locality

#### Memory Facts/Transferable concepts:

Recall facts about the life of Mary Anning and Richard Trevithick.

Recall different time periods of the dinosaurs.

#### Key Vocabulary:

Dinosaurs, artefact, fossil, excavate, industry, mining, steam engine, invention

Subject Composite: Create information and models for a museum.. **Impact:** Children will know about how we find out about the past.

# Geography

Intent: To read and make maps.

## Skills, and Knowledge

#### **Components Focus**

- Name, locate and identify characteristics of the 4 capital cities of the UK and surrounding seas.
- Identify seasonal and daily weather • patterns in the UK.
- Use maps, atlases and globes to ٠ identify the UK and selected other countries.
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.
- Construct basic maps using symbols in a key.

#### Memory Facts/Transferable concepts:

Name and locate the four capital cities of the UK.. Recap continents.

Key Vocabulary: maps, country, capital city, continent, key, globe, atlas

Subject Composite: To make a map/ floorplan for the museum with a key.

Impact: Children will know how to make and follow a variety of maps. They will be able to include a key on the maps that they make.

## Science

**Intent:** To understand the difference between things that are dead, living and never been alive. To understand life cycles and food chains. Skills, and Knowledge

#### **Components Focus**

- Notice that animals, including humans, have offspring which grow into adults.
- Compare the differences between . things that are living, dead, and things that have never been alive
- Identify and classify
- Use observations and ideas to sug-. gest answers to questions
- Gather and record data to help in answering questions.
- Describe how animals obtain their food using the idea of a simple food chain.

#### Memory Facts/Transferable

### concepts:

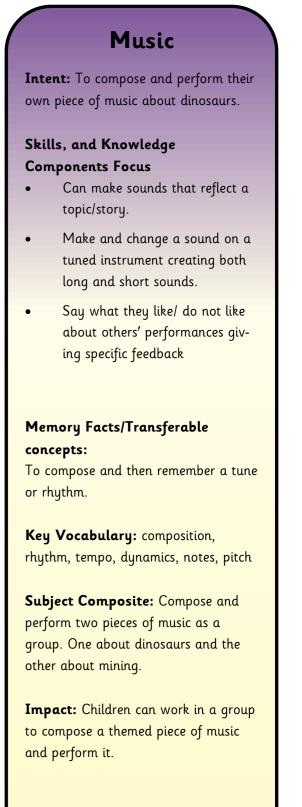
Living, dead and never been alive. Carnivore, Omnivore and Herbivore.

Key Vocabulary: life-cycle, food chain, living, dead, never been alive, carnivore, herbivore, omnivore, predator, prey

Subject Composite: Information posters about dinosaurs for the museum.

Impact: Children will understand lifecycles and food chains. They will explain living, dead and never been alive.





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# Art and Design

**Intent:** To draw a variety of different lines purposefully using charcoal.

#### Skills, and Knowledge **Components Focus**

- Can blend and smudge with • charcoal.
- Use charcoal pieces to create ٠ different lines.
- Explore shading with a pencil. ٠

### Memory Facts/Transferable concepts:

Be able to smudge and shade using charcoal and a pencil.

Key Vocabulary: charcoal, pencil, smudge, shade, thick line, thin line, sketch

#### Subject Composite:

Use charcoal to create pictures of the Puffing Devil and of engine houses.

#### Impact:

Children will be able to use charcoal purposefully and effectively. They will be able to smudge and shade to add effect.

# **Design Technology**

Intent: To understand how an electrical circuit works and make one.

#### Skills, and Knowledge **Components Focus**

- Can use a simple circuit in a model. e.g. A closed circuit with a bulb.
- Can create a simple electrical circuit.
- Design an appealing and functional product with a purpose for themselves and others.
- Use a set of criteria to aid the de-• sign process.
- Draw, and make notes on, their • design ideas.
- Explain what they are making, and what they will need to use.
- Explore and evaluate existing products.
- Say why a product is good (or not) • and what job it does (and if it good / bad at this job).
- Evaluate their product against their ٠ design criteria.

## Memory Facts/Transferable

#### concepts:

Understand how to make an electrical circuit.

Key Vocabulary: electric, circuit, wire, bulb, switch, design, evaluate Subject Composite:

Design and make a mining hat with a light.,

Impact: Children can create an electrical circuit in a model.

# Computing

**Intent:** To use algorithms purposefully to create simple computer programs.

### Skills, and Knowledge **Components Focus**

- Understand that programs are a sequence of simple instructions.
- Input algorithms.

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- Create and test a simple program.
- Know what personal information • is and why they need to keep it private.
- Use technology safely and respectfully.

### Memory Facts/Transferable concepts:

To understand how to use algorithms to program.

Key Vocabulary: algorithm, program, game, computer

#### Subject Composite:

To design and make an electrical game about dinosaur facts.

Impact: Children will know how to use algorithms purposefully and bel able to create and debug simple programs.

# PE

Intent: To learn how to play team games and to evaluate and improve their own performance.

### Skills, and Knowledge **Components Focus**

- Learn skills to play team games
- Play basic team/ invasion games.
- Explore different jump techniques.
- Set targets to improve their own performance.

## Memory Facts/Transferable concepts:

To learn a variety of team games.

Key Vocabulary: game, defend, attack, evaluate, goal,

### Subject Composite:

To compete in a variety of tem games on Sports Day.

Impact: Children will know how to play as part of a team and be able to begin evaluating their own performance.



PSHE	
Intent:	
Skills, and Knowledge Components Focus	
Memory Facts/Transferable concepts:	
Key Vocabulary: Subject Composite: Impact:	
Impact.	