

## 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 Britain beyond their living memory
- Knows some of the ways that we can find out about the past.
- Describe an artefact.
- Describe the similarities and differences 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 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 suggest 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 life-cycles and food chains. They will explain living, dead and never been alive.

### Music

**Intent:** To compose and perform their own piece of music about dinosaurs.

#### Skills, and Knowledge

##### Components Focus

- Can make sounds that reflect a topic/story.
- Make and change a sound on a tuned instrument creating both long and short sounds.
- Say what they like/ do not like about others' performances giving specific feedback

#### Memory Facts/Transferable concepts:

To compose and then remember a tune or rhythm.

**Key Vocabulary:** composition, rhythm, tempo, dynamics, notes, pitch

**Subject Composite:** Compose and perform two pieces of music as a group. One about dinosaurs and the other about mining.

**Impact:** Children can work in a group to compose a themed piece of music and perform it.

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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 different lines.
- Explore shading with a pencil.

### 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 design 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 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.
- 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 be 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 team 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:**