

**Topic Overview – What’s inside the egg?  
Summer Term 1 – Year 2**

Medium term plan- Summer 1 – What’s inside the egg?

	<b>Week 1 w/c 13/4</b> 15/4 Compass assembly	<b>Week 2 w/c 20/4</b> 23/4 St. Georges Day	<b>Week 3 w/c 27/4</b>	<b>Week 4 w/c 4/5</b> 4/5 Bank Holiday 6/4 David Attenborough 100th bday.	<b>Week 5 w/c 11/5</b> Sun safety week	<b>Week 6 w/c 18/5</b> Class assemblies
<b>Wo w</b>	<b>Dinosaur- find a giant egg and video of dinosaur in school.</b>					
<b>Maths</b>	Unit 9: Mass, Capacity & Temperature (9 lessons)	Unit 9: Mass, Capacity & Temperature (9 lessons)	Optional National Curriculum Tests – Paper 1 Paper 2	2C book Unit 10: Fractions (12 lessons)		
<b>English</b>	Children will write instructions for their Super Salad. Instructions are written for someone who needs to know how to do something – eg recipes, building furniture. <b>Show chn the clip and the powerpoint - <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw</a></b> Use <b>Bossy verbs and adverbs</b> to children <b>Brainstorm</b> bossy verbs <b>Word Whizz</b> for <b>You will need/ingredients</b>	Week 2 and Week 3 Children will be able to respond to Tom and the Island of Dinosaurs by: sequencing writing about the feeling of characters structuring stories planning stories Children will be able to write a story by: focusing on good story openings focusing on familiar well-structured stories writing an effective ending  editing and writing a final draft		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.		Optional National Curriculum Tests – English Reading Paper 1 & 2  Children will begin to create a dinosaur information book. This term the focus will be on: <ul style="list-style-type: none"> <li>▪ Contents</li> <li>▪ Introduction</li> </ul> Complete information book during summer 2
<b>Little Wandle</b>	Year 2 spelling Unit 8	Year 2 spelling Unit 9	Year 2 spelling Unit 10	Year 2 spelling Unit 11	Revisit and Revise	Review and assessment

Handwriting	<p>fo fa uf of</p> <p>IPBRDU</p> <p>coadgqe</p>		<p>ng dg iq oq</p> <p>LEFMA</p> <p>mnrhbkp</p>	<p>ht ha wh th</p> <p>TIJHKN</p> <p>v w   u y</p>	<p>ki mi cl wl</p> <p>CGOQS</p> <p>Revisit and Revise</p>	<p>ky kn ok rk</p> <p>XVWYZ</p> <p>Revisit and Revise</p>
SPaG	Adverbs	Word classes	Co-ordination	Apostrophes for possession	Past and Present Tense	Revisit & revise
Spellings	Brace, lacy, price, city, choice	Television, pleasure, unusual, casual, conclusion	Shipment, agreement, sadness, dizziness, fanciful	Spotless, merciless, nearly, luckily, cheerfully	I'm, you'd, it'll, hasn't, we've	Revisit & revise

<p style="text-align: center;">Time for us/ Relationships and Health Education (RHE)</p>	<p>→I know what happens if I do not eat healthily.</p> <p>→ I know that I need to eat well, drink well, move well and sleep well.</p>	<p>Caring friendships</p> <p>→I know that friends should make me feel happy.</p> <p>→ I know how to be a good friend. → I know that I should never make others feel unhappy.</p> <p>→ I know who to ask for help if friends make me feel unhappy.</p> <p>Would you feel lonely living on an island?</p> <p>Use the Mood monsters to express feelings</p> <p>Use the Mood Monsters to identify and explain different feelings e.g. “I am blue, I am feeling sad because.....I can do ... to make me happy”</p> <p>Year 2 new vocabulary; grateful, resilient, lonely, overwhelmed</p> <p>Make reference to ‘kind feet, hands, words.’ R-Time – 2.02, 2.04</p>	<p>→ I know how important my mental health is.</p> <p>Mindfulness Colouring, calm activities for SATs, Yoga for Kids – Zen Den, Emotion Coaching</p> <p>Sun Safety day activities and discussion.</p> <p>→I know who to talk to if I feel unwell.</p> <p>→ I know how to be a ‘sun safe super star’.</p> <p>→ I know that I need to eat well, drink well, move well and sleep well.</p> <p>Sun Safety – children will know the 6 s’s – slip, slop, slap, slide, sip, shade and UV levels. Children will be able to understand and explain UV levels and their importance. Year 2 children will be able to track the UV levels on a daily basis during the spring/ summer months. Children to be aware of sun damage photographs.</p>
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- I know how to explore and compare the differences between things that are living, dead, and things that have never been alive. (Classifying.)
- I know how to identify 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.

**Dinosaurs** - T-Rex, Apatosaurus, Iguanodon, Plesiosaur, Velociraptor, Ichthyosaur, Pterodactyl, Triceratops

Compare with animals, plants from previous learning (carnivores, herbivores, omnivores).

- I know how to describe 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.
- Read Meerkat Mail link to Food Chains – carnivores, herbivores, omnivores.

Use of everyday materials

- I know how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Recycling)

**Explorify:**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Zoom in Zoom Out	Solar Does It	Fuzzy Friends	Blackened Edges	Pink and Bumpy	Hooks & Loops	Rugged Ridges
Odd One Out	Pollution Everywhere	Meadow Feast	Through the Looking Glass	Wonderful Wheels	Meadow Feast	Just a Ball

**Nature Parks**- Nest Building / 'A House for a Mouse'. Skills: Nature connection, creativity, design, building structures, dexterity, communication. Links to Habitat and materials.

**Reach Out Reporter** – weekly

→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

- Camera – Access Dinosaur QR Codes. Take a picture using a camera, write a caption to describe it. Add a caption.
- Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - 'Technology Zone'
- Ongoing: Pic Collage, ChatterPix Kids, Teach Monster, J2e Turtle, Scratch, Kodable.
- J2E Mix – Create a story about a dinosaur, using images and text.
- Augmented Reality – Dinosaurs

#### Algorithms

→ I know and understand what algorithms are.

→ I know algorithms are implemented as programmes on digital devices.

→ I know that programs execute by following precise and unambiguous instructions.

#### Programmes

→ I know how to create and debug simple programs.

→ I know how to use logical reasoning to predict the behaviour of simple programs.

- Create a BeeBot map of the land of dinosaurs and programme the Beebot.  
Children will programme the BeeBot to check instructions. They will rectify and debug any mistakes.
- Use music technology, if available, to capture, change and combine sounds.  
Use the 'Sketch-a-Song' app on the i-pads to combine sounds to create music.

#### Online safety

→ I know how to use technology safely and respectfully.

→ I know about the dangers online.

→ I know how to keep personal information private.

→ I know where to go for help and support when I have concerns about content or contact on the internet or other online technologies.

- Project evolve: Copyright and Ownership

Painting-Talk to a partner and paint their portrait. Use appropriate colours to reflect their mood (monochromatic, different tones, shades, tints, abstract). Learn about **Pablo Picasso** ('blue period' - monochromatic work compared to 'rose period').

-Use masking tape/ wax/ flour paste to resist paint when printing dinosaur skin patterns/ texture.

-Draw overlaid prehistoric leaves like ferns from primary source. Colour in the negative spaces.



create a prehistoric jungle using textured papers to create a layered collage like **Henri Rousseau** Tiger picture, discuss composition of trees and dinosaurs and if they chose landscape/ portrait.

-Create Dinosaur prehistoric jungle installation using recycled materials and foil. Carefully selecting material and joining techniques.

Making different lines.  
-R Time game: sit back to back. One child gives instructions such as 'draw a short horizontal line from bottom right corner', the other child to draw it.

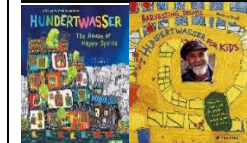
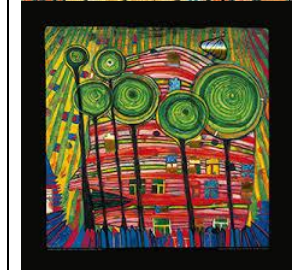
-Sorting materials and reading books on recycling (science). Make a poster raising awareness of environmental issues. Recreate texture e.g an ocean scene using tissue for rough rocks, smooth cellophane for plastic floating. Add salt to background washes to create texture.

-Imaging an island made of metal. Read 'the tin forest'. -Be inspired by mechanical artwork by Michael Lang, discussing negative spaces, and observational drawings from machinery (cogs, bolts etc)- incorporate these elements to create tin forest picture.

Use a variety of line: different sizes, thickness and shapes. E.g Wavy, straight, sharp, thick, thin, broken, smudged, continuous, short long, parallel, right angle, outline.

-Design a shelter for Tom in the Land of the Dinosaurs in the style of

**Friedensreich Hundertwasser**



- Develop cutting and joining DT skills
- Rainbow Super Salad: Cooking and Nutrition

I know how to **Prepare food**: fruit and vegetables, including cooking and understanding nutrition

I understand where a range of fruit and vegetables come from

Vehicle project: Mechanisms – wheels and axels

→ Design, make and evaluate a moving **vehicle** (product) **for a toy dinosaur** (user) to **move** (purpose)

### **Designing**

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-up models.

### **Making**

- Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.
- Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

### **Evaluating**

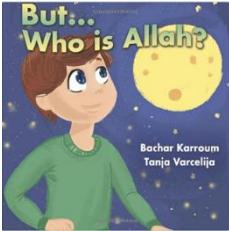
- Explore and evaluate a range of products with wheels and axles.
- Evaluate their ideas throughout and their products against original criteria.


### **Technical knowledge and understanding**

- Explore and use wheels, axles and axle holders.
- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project: vehicle, wheel, axle, axle holder, chassis, body, cab, assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism, names of tools, equipment and materials used, design, make, evaluate, purpose, user, criteria, functional.

Learn about Henry Royce , Charles Rolls , Bertha Benz

<p style="text-align: center;"><b>Geography</b></p>		<p>St Georges Day- I know key features and characteristics of the four capital cities and countries that make up the UK.  <a href="https://www.twinkl.co.uk/search?q=St+George%27s+day&amp;c=244&amp;r=parent">https://www.twinkl.co.uk/search?q=St+George%27s+day&amp;c=244&amp;r=parent</a>  <a href="https://www.twinkl.co.uk/search?q=england&amp;c=244&amp;r=parent">https://www.twinkl.co.uk/search?q=england&amp;c=244&amp;r=parent</a></p>	<p>I know how to identify the continent that the amazon rainforest is in and compare a small area of the UK (Sherwood forest/Nottingham) to the Amazon Rainforest (small area around it). I know the largest rainforests are in the Amazon River Basin (South America), the Congo River Basin (western Africa), and throughout much of southeast Asia. • I know smaller rainforests are located in Central America, Madagascar, Australia and nearby islands, India, and other locations in the tropics.</p>	<p>I will use simple compass directions North, South, East and West  I know how to locate different places around the world were dinosaurs lived and where fossils have been found in England and the world.</p>	<p>I will use basic geographical vocabulary to refer to key physical features - Through learning about Mary Anning and the Jurassic Coast I know key physical features of the coast.</p>
<p style="text-align: center;"><b>History</b></p>	<p>To be taught about events beyond living memory that are significant nationally or globally - The children will find out about Dinosaurs, using technology to find out facts and dates of when the dinosaurs lived.</p> <p>The children will find out about Robin Hood and Sherwood Forest (local) with a trip visit. Sherwood Forest will be compared to the Amazon Rainforest.</p>				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RE</p>	<p>1.8 I know how we should care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> <li>→ Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>→ Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>→ Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>→ Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> </ul> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> 	<p>Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), <b>Bible Story – The Paralyzed Man – The New Testament</b>.</p> <p>Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam, Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. Florence Nightingale.</p> <p>Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.</p> <p>Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Construction Small world</p>	<p>Dinosaurs Build a... land of the dinosaurs scene using small world and construction</p>	

<b>Role play/ explore area</b>	<p>Be a palaeontologist. Dinosaur excavation site- bones, sand, paint brushes, magnifying glasses, rulers, clipboards, Dinosaur fact books. REAL Maths shop – museum.</p>
<b>Music</b>	<p>→ I can create, select and combine sounds using the inter-related dimension of pulse/beat, rhythm and pitch. Use the ‘Sketch-a-Song’ app on the i-pads to combine sounds to create music. E.g a music about dinosaurs.</p> <p>→ I know how to play untuned instruments musically using the inter related dimension of pulse/beat, rhythm and pitch. Tap or clap out the steady beat to a section of ‘Bolero’ by Ravel. <a href="#">Bolero / Maurice Ravel / Vasily Petrenko / Oslo Philharmonic - Bing video</a> Practise grouping the beats into three – tap knees on first beat and clap second and third beat. Spring term / Summer 2 – use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves. Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.</p> <p>→ I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. Learn to play and perform on a tuned instrument musically (eg recorder) following simple notation.</p> <div style="text-align: center;">  </div> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: Learn to recognise dot notation linked to pitch. Adult to play 3 notes on chime bars / pitched bells, children to identify the pattern played. Link to birds flying at different heights in the sky. sing songs focusing on matching voices to melody led by adult. Little Sally Saucer. Editions <a href="#">RABIH - MAW - YB - Ch 9 - Little Sally Saucer Song - Bing video</a></p> <p>→ I know how to experiment with the inter-related dimensions of pulse/beat, rhythm and pitch. Use topic related vocabulary – bird names, plant/tree names, dinosaur names. Copy rhythms made by an adult on claves.</p>



### Sequence Movements and Skills

This unit focuses on developing every child's ability to sequence different movements and skills together.