

Year 2

What's inside the egg?

HOOK- Dinosaur on video, clues found on a dinosaur hunt.
WOW- Showcase of learning (dinosaur museum)



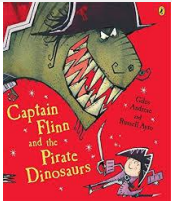
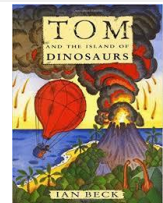
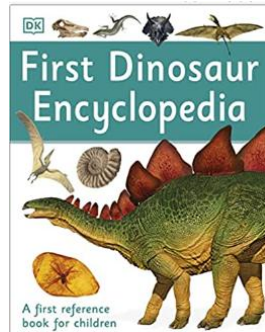
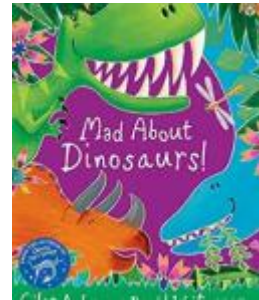
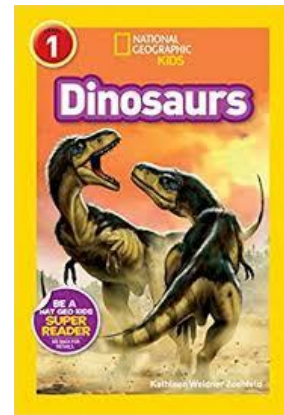
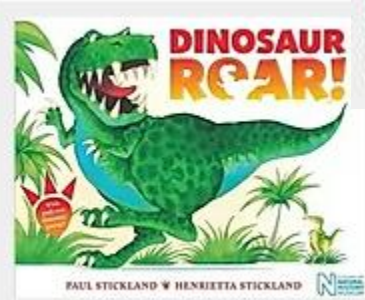
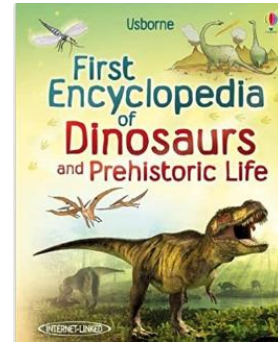
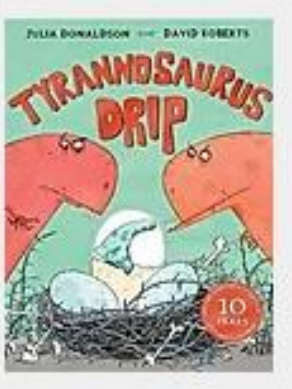
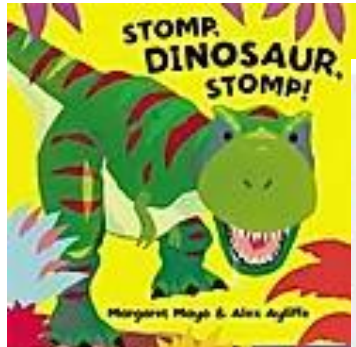
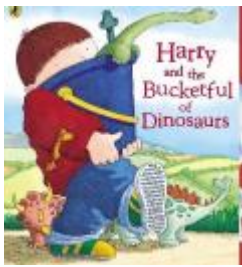
Summer 2

High Quality Texts

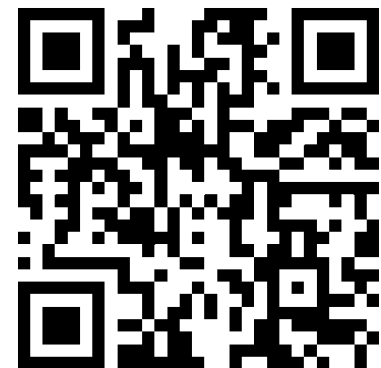
Fiction

Non-Fiction

Core Texts



Please enjoy Dinosaur resources on Padlet to support your learning:
<https://padlet.com/aharker4/cgcxw1ebi5y808kb>



Writing Features

Year 2 - Summer 2

use
subheadings

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.

I can spell longer words using suffixes such as ment, ness, ful, less, ly.

Year 2
Summer Term

Make simple additions and changes after proof reading

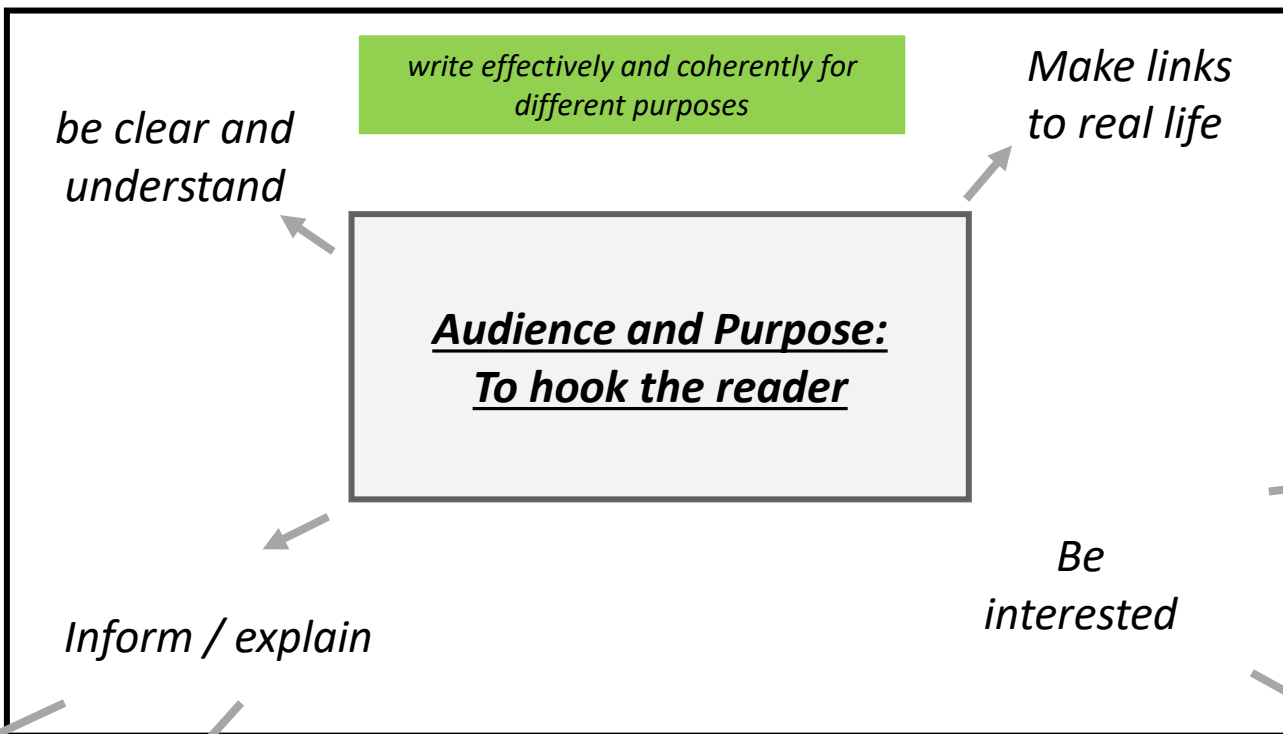
I can evaluate my writing independently, with peers and with an adult by making simple additions and corrections.

develop stamina for writing by writing for different purposes.

I can use capital letters for the personal pronoun I and for proper nouns.

I can use spacing between words.

Use exclamation and question marks to demarcate sentences



write effectively and coherently for different purposes

be clear and understand

Audience and Purpose:
To hook the reader

Make links to real life

Be interested

Inform / explain

I can spell common exception words.

I can use expanded noun phrases to describe, expand and specify.

I can use the diagonal and horizontal strokes needed to join letters..

I can use subordination (when, if, that or because

I can use present and past tenses correctly and consistently.

I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I can write simple, coherent narratives about personal experiences and those of others.

Yellow = WTS

Green = EXS

Purple = GDS

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

Year 2 - Summer 2

In English, we will be writing to engage the reader with our dinosaur Information Book

Week 4 & 5

Dinosaur Shape Poems

- Vocabulary building
- Rhyming words
- suffixes

Week 1,2 and 3

Children will create a dinosaur information book.

The focus will be on:

- Contents
- Introduction
- Herbivore Dinosaur
- Carnivore Dinosaur
- Omnivore Dinosaur
- Flying Dinosaur
- My Favourite Dinosaur
- Glossary

Week 6 & 7

Write a letter to your teacher for next year.

- Use a letter format
- Use subordination and sentence starters

I know how the world has changed since the dinosaurs

I know how what could have happened to the dinosaurs

I know about dinosaurs' diet and habitat.

I know how to describe a dinosaur

What's inside the egg?



Important people



Mary Anning



Palaeontologist

Vocabulary

fossil	Fossils are the remains or traces of plants and animals that lived long ago. Fossils give scientists clues about the past.
Jurassic	A time in history when dinosaurs were around.
prehistoric	Time before written history
species	Animals who look different but are the same type.
extinct	Animals are no longer living. Dinosaurs became extinct millions of years ago.
habitat	Where an animal lives.
diet	What an animal eats.
carnivore	Animal that eats meat only.
herbivore	Animal that eats plants only.
omnivore	Animal that eats both meat and plants.
volcano	An opening in the Earth's surface, usually found in a mountain, where gas, hot magma and ash escape.

Dinosaurs



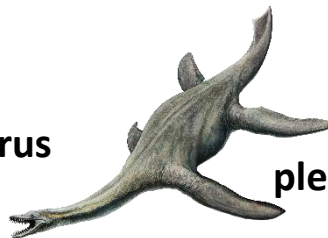
tyrannosaurus rex



apatosaurus



iguanodon



plesiosaur



triceratops



ichthyosaur



velociraptor



pterodactyl

Let's quiz



'Let's quiz' was a huge success last half-term.

The children really enjoyed being quizzed and having the opportunity to show off their new knowledge. Thank you for helping your child to succeed; it was clear many children had been practising at home, as they were bursting to share their knowledge and get their best score.

Research says that when children repeatedly return to previously learnt information, they are more likely to **'Know and Remember More'** in the long term. Help your child to

Bring it forward

1. Name 4 dinosaurs.
2. What features would a *meat-eating* dinosaur have? Why?
3. What features might a *plant-eating* dinosaur have? Why?
4. Choose a dinosaur and explain how you would represent dinosaur movements when composing music. You could use the words pitch, dynamic, rhythm, pulse, tempo, crochet, quaver, quaver- rest.
5. Explain what happened to the dinosaurs?
6. Describe a dinosaur habitat.
7. How can we look after our bodies? And our minds?
8. What was Henri Rousseau famous for?
9. How many minutes in: One hour? Quarter of an hour? Half an hour?
10. What do UV numbers tell us?