

Y2 Topic Overview Summer 2022

Dinosaur Stomp!

Purpose and Aims

- Children will develop an understanding of when dinosaurs lived on this Earth and how we know about them.
- Children will develop an understanding of the characteristics of dinosaurs and evidence found to prove they existed.

Oracy Outcomes: to hold a debate on the topic Should scientists bring back dinosaurs?

To create a podcast on a dinosaur sighting

Independent Writing opportunity (from previous unit)

- Adventure story
- Setting description
- Persuasive letter

Sequence of learning

- Classify and sort dinosaurs – find out where they come from and where they have been
- Evidence to prove dinosaurs existed

English/Text type/writing outcomes

Adventure story

Persuasive letter – to poachers to prevent the extinction of at risk animals.

Setting description

Classify and sort dinosaurs

Evidence to prove dinosaurs existed

Day 1 hook- Dinosaur hunt – hunt for dinosaur eggs in forest school area, follow footprints and look for specific clues. Children to find eggs and put them in a safe place to hatch (water).

1. Introduction – sort and classify dinosaurs – create top trump cards.
2. Where did they stomp? – look at dinosaur habitats – survival. Look at continents – how they split – ice age
3. What did dinosaurs eat? Herbivore, carnivore and omnivore.
4. Compare dinosaur teeth and bones and bones to human bones.

Trips/visitors

Reptile visit

Trip to All Things Wild

- Dinosaur trail
- Exploring fossils

NC requirements

Science: pupils should be taught to

Identify and classify. Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.

Identify and name a variety of plants and animals in their habitats, including microhabitats.

Observe closely, using simple equipment.

Describe how animals obtain food, using the idea of a simple food chain and name different sources of food.

History: pupils should be taught to: place events on a timeline in order using labels, words or phrases – such as: past, present, older and newer.

	<ol style="list-style-type: none"> 5. How animals became extinct. Which animals are now at risk of becoming extinct? 6. Dinosaur family tree – which animals are related to dinosaurs? 7. Make dinosaur feet, biscuits and bone bread. 8. Make a dinosaur habitat using tyres – in groups. 9. Large dinosaur sculptures. 10. Fossils – Where to find them and how were they made? Layers of the Earth. Chocolate rocks. 11. Create a dinosaur sound scape using percussion instruments 12. Create a podcast on a sighting of a dinosaur 13. Create a time capsule for future self in Y6. Leaving evidence and digging it up and finding it again 		<p>Geography: Pupils should be taught to: Name and locate the world’s seven continents and five oceans.</p> <p>PE: Pupils should be taught to: perform dances using simple movement patterns.</p> <p>Music: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Art: Pupils should be taught to: print: Use objects to create prints. Sculpture: Use a combination of shapes, texture and techniques.</p> <p>History: Pupils should be taught to: Use artefacts, pictures, stories and other sources to find out about the past.</p> <p>DT: Pupils should be taught to: build structures and explore how they can be made, stronger, stiffer and more stable.</p> <p>Computing: Pupils should be taught to: create, debug (find errors), and implement simple algorithms e.g. Scratch junior, hour of code or BeeBots.</p>
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