

Medium-Term Planning Format		
Cohort	Year 2	
Enquiry Question (QUESTIONING)	How do we know that dinosaurs existed?	
Enquiry Driver	History	
Enquiry Enhancer	D&T	
Main Enquiry Theme	Events beyond living memory and lives of significant individuals (dinosaurs).	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally. <p><u>Design & Technology</u></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> Can I understand and use vocabulary such as: in order, a long time ago, timeline, in the..period? Can I explain the causes of an historical event? (why dinosaurs became extinct) Can I choose and use stories or other sources to show that I understand events from the past? Can I understand and talk about how people find out about the past? Can I talk about what kind of evidence is reliable when finding out about the past? Can I research the life of a famous Briton (Mary Anning and William Buckland) using different resources, including the internet? 	
Key Knowledge and Skills (enhancer)	<ul style="list-style-type: none"> Can I create products using levers or wheels? Can I decorate my product? <p><i>Children will make pop-up pictures and books based on their dinosaur non-chronological reports and they will investigate and explore different mechanisms on their moving pictures such as sliders and levers.</i></p>	
Main Text	<ul style="list-style-type: none"> How to grow a dinosaur by Carly Hart Harry and his bucketful of dinosaurs by Ian Whybrow Tyrannosaurus Drip by Julia Donaldson 	

<p>Main Writing Genre</p>	<p>Non-chronological report (factfiles)</p>	<p>The children will research a range of dinosaurs and chose one to write a non-chronological report about (they will use conjunctions and expanded noun phrases to add detail and precision).</p>													
<p>Enquiry Hook (Questioning) [Experiences/experts]</p>	<p>Dinosaur visit- fossil hunting/rubbing.</p> <p>Trip arranged depending on exhibitions available in the local area at the time of the topic.</p>														
<p>Subsidiary Enquiries</p>	<table border="1" data-bbox="391 607 1359 882"> <tr> <td>LC1</td> <td>What do we already know about dinosaurs?</td> </tr> <tr> <td>LC2</td> <td>Do all dinosaurs have the same diet?</td> </tr> <tr> <td>LC3</td> <td>Do dinosaurs still exist?</td> </tr> <tr> <td>LC4</td> <td>Who is William Buckland?</td> </tr> <tr> <td>LC5</td> <td>Who is Mary Anning?</td> </tr> <tr> <td>LC6</td> <td>What can fossils tell us about the past and how are they made?</td> </tr> </table>			LC1	What do we already know about dinosaurs?	LC2	Do all dinosaurs have the same diet?	LC3	Do dinosaurs still exist?	LC4	Who is William Buckland?	LC5	Who is Mary Anning?	LC6	What can fossils tell us about the past and how are they made?
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<p>Reflection of Learning (SHARING)</p>	<p>Children to create a fact file about dinosaurs and share them with another year group.</p> <p>To create a dinosaur using junk modelling materials.</p>														
<p>Potential Sticky Knowledge</p>	<ul style="list-style-type: none"> • William Buckland is a famous palaeontologist. • A paleontologist is someone who studies dinosaurs. • Mary Anning was a famous English fossil hunter. • Dinosaurs are not all carnivores. • Mary Anning was born on 21 May 1799. She lived in the English seaside town of Lyme Regis in Dorset. • Paleontologists have found dinosaur fossils on all seven continents. • Most dinosaur fossils have been found in the deserts of North America, China and Argentina. • Deserts keep fossils from being covered by plant matter, so they are preserved well and are easy to find for archaeologists. 														
<p>Knowledge Mat</p>															

Other curriculum areas which are to be taught discretely:	
Religious Education	<p><u>What are 'Rites of passage' for Christians?</u></p> <ul style="list-style-type: none"> • Can I understand what a rite of passage is? • Can I understand that most religions have significant rites of passage? (e.g. birth ceremonies, initiation into the religion, coming of age, marriages, and funerals. The two major ones relate to birth and death). • Can I recognise which rites of passage relate to Christianity? • Can I explain what happens at baptisms, Holy Communion, wedding ceremonies and funerals? • Can I find out which objects are significant to certain ceremonies and why roles people perform at weddings are important? • Can I discuss important events and experiences that happen during my lifetime?
PSHCE	<p><u>Understanding Me and Understanding others</u></p> <ul style="list-style-type: none"> • What does angry feel like? • How do I make you feel? <p><i>(see Talking Points curriculum for the full programme breakdown)</i></p>
Music	<p><i>See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 2- Ho! Ho! Ho!</p>
Physical Education	<p><u>Agility activities (Tagging games)</u></p> <p>Children will put their skills from Autumn 1 into practise by applying them in games.</p> <ul style="list-style-type: none"> • Can I recognise how to work with a partner in the best way? • Can I use different rules and tactics for invasion games? • Can I make it difficult for opponents? • Can I describe what is happening and copy others' ideas, skills and tactics? • Can I participate in team games? • Can I understand and develop tactics for attacking and defending? • Can I describe what happens to our bodies during exercise?
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 8: Computer Science and Programming and Control</p>
Science	<p><u>Uses of everyday materials</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</i> • <i>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i> <ul style="list-style-type: none"> • Can I distinguish between an object and the material from which it is made? • Can I identify and name a range of everyday materials such as wood, plastic, metal, water and rock? • Can I describe the simple physical properties of a variety of everyday materials?

	<ul style="list-style-type: none"> • Can I compare and classify a variety of materials based on their simple physical properties? • Can I explore how the shapes of solid objects can be changed through squashing, bending, twisting and stretching? • Can I find out about people who developed new materials like John Boyd Dunlop, Charles Macintosh and John Loudon McAdam? • Can I identify and compare the uses of a range of everyday materials such as: wood, metal, plastic, glass, brick, rock, paper, cardboard. • Can I explain how things move on different surfaces? 		
Additional Links	British Values	Outdoor Learning	Community
		To make fossil rubbings.	
	Citizenship (Beaver Pledge)	Global Neighbours	Home Learning To research different types of dinosaurs. To create a dinosaurs using junk modelling.