

Year 2 Stripes, Spots and Snouts!

Key Aim – Through this theme we aim for an understanding of how animals interact with each other and how humans and the environment impact on this.

Key facts:

- Some animals work together in groups or in packs to find food and raise young
- Predators hunt and eat other animals for food and prey animals try to avoid being eaten
- Animals use camouflage to blend in with their surroundings and avoid being seen by predators or prey
- Humans can affect animals and their habitats in a positive and negative way
- Conservation efforts are to protect animals and their habitats

Key Concepts and Skills

- to observe animals in their natural habitats
- to know some animals are prey and some are predators
- to know that predators and prey use camouflage to hunt and protect themselves
- to understand how humans effect ecosystems

Key Vocabulary:

predator, hunted, prey, habitat, carnivore, omnivore, lifecycle, survival, protection, environment, climate, camouflage, shelter, endangered, protection, preservation, ecosystem, threatened, stripes, spots, snouts, claws, hooves, mane, sorting and classifying

Quality Texts to Inspire Us:



Eugene Trivizas



Emily Gravett

YEAR 2
Predators
Summer II 2024

Outcome: The children will understand the relationship between humans and animals and also the predator – prey relationship

Hook: The book, 'The Three Little Wolves and The Big, Bad Pig'



As Readers, we will:

- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out **most unfamiliar words** accurately, automatically and without undue hesitation
- predict what might happen on the basis of what has been read so far
- explain what has happened so far in what they have read

Key Texts:

- Own reading book
- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas
- Wolves by Emily Gravett

As Writers, we will:

- continue to develop writing stamina
- listen to and explore fairy tales
- sequence and retell a story through drama
- explain differences and similarities between a traditional tale and an alternative tale
- plan, write, edit and publish an alternative version of a traditional tale

Key Vocabulary:

- sentence, capital letter, full stop, adjective, noun phrases

Must Haves:

- learning to spell common exception words
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

As Mathematicians, we will:

- Use and apply our knowledge of place value
- Problem solve using the four operations: addition, subtraction, multiplication and division
- Read and understand two-part word problems
- Work with measures such as time and money

Key Vocabulary:

Addition: add, plus, altogether etc
Subtraction: minus take away, less etc, multiply, times lots of, divide, share, equals, greater than, less than, tens, ones,

As **Scientists**, we will:

Working scientifically

- observe closely, using simple equipment
- ask simple questions and recognise that they can be answered in different ways
- use observations and ideas to suggest answers to questions.

- observe and describe how seeds and bulbs grow into mature plants
- notice that animals, including humans, have offspring which grow into adults
- understand what wildlife does for us and what we can do for wildlife

Key Vocabulary:

bulb seed plant temperature
growth lifecycle egg caterpillar pupa
butterfly
food chain wildlife habitat crops
insect nature local

As **Geographers**, we will:

- use simple compass directions (north, south, east and west).
- use directional language to describe the location of features on a map.
- understand and construct basic symbols for a map (key).
- use simple fieldwork to study the geography of our school and its grounds.
- identify key human and physical features of our schools surrounding environment.

Key Vocabulary:

compass North South East West
directions map location features symbols
key fieldwork geography school
grounds environment
human features physical features
surroundings

As **Designers and Artists**, we will:

- use a range of materials creatively to design and make products
- use drawing and painting to develop and share ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Key Vocabulary:

Pattern painting
African animals shade
Brightness dabbing
darkness colour
pastels water colour

As **Computer Technologists** we will:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- explain that a sequence of commands has a start and an outcome
- create a program using a given design
- change a given design
- create a program using own designs
- decide how projects can be improved

Key Vocabulary:

task	design	code
sequence	command	algorithm
blocks	characters	debug
create	ordered instructions	

In **PE** we will:

- learn skills for playing striking and fielding games
- position the body to strike a ball
- practise striking a small ball
- develop catching skills
- throw a ball for distance
- practise throwing skills
- play a game fairly and in a sporting manner
- use fielding skills to play a game

Key Vocabulary:

Underarm	bounce	sideways
Cushion	overarm throw	circuit
Kwik cricket		

In **PSHE** we will:

- learn about media literacy and digital resilience and think about the ways in which people can access the internet e.g. phones, tablets, computers
- recognise the purpose and value of the internet in everyday life
- recognise that some content on the internet is factual and some is for entertainment
- learn about earning, saving and spending money

Key Vocabulary:

media literacy		digital resilience
true	fake	internet
keeping safe	reliable	
bank account	saving	spending
budgeting		

As **Musicians**, we will:

- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music
- practise and perform an end of Year 2 show

Key Vocabulary:

sing		
tuned instruments		untuned instruments
speed		timbre
beat		rhythm