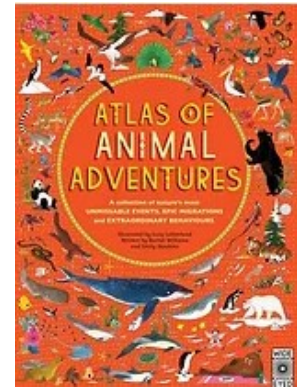
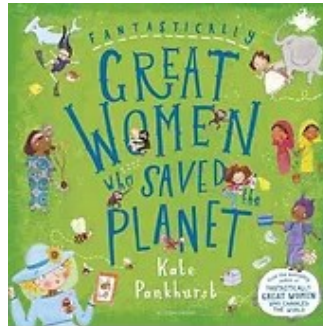
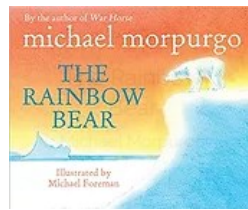
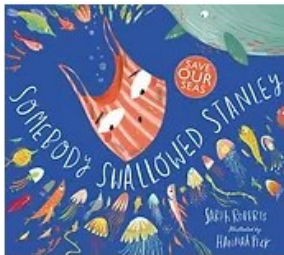


Theme Overview

“Going Wild” is a thematic unit based around humans and animals, with a science focus. We will look at humans and animals, beginning with characteristics of living and non-living things through to classifying birds, fish, amphibians, reptiles and mammals. There will be a particular focus on looking after animals and we will learn about extinction, wildlife conservation, habitat destruction and endangered species.

Recommended Reading...



What we should know...

What?

What is the difference between a whale and a shark?

A shark is a fish and a whale is a mammal. What is the difference between fish and a mammal?

What does ‘omnivore’ mean?

An omnivore is the least fussy eater and will eat both plants and meat.



The Animal Kingdom

Mammals: deer, goat, dog, monkey, seal, horse, sheep, —what do they all have in common?

Reptiles: turtle, snake, lizard, komodo dragon, crocodile—what do they all have in common?

Amphibians: toad, frog, salamander—what do they all have in common?

Fish: salmon, shark, cod, bass, goldfish—what do they all have in common?

Birds: stork, eagle, sparrow, kingfisher, owl, blackbird—what do they have in common?

Why?

Why are certain animals becoming extinct?

The cause of animal extinction is almost certainly related to human activity, in particular, hunting, deforestation, egg theft and habitat loss.

When?

When are young animals classed as adults?

A young animal can be considered to be an adult when it has the ability to reproduce.

How?

How do we know that something is alive?

We know something is alive because it does certain things. Living things breathe, eat, grow, are sensitive to their surroundings, reproduce, move and get rid of waste.

How to....

...identify different types of birds

The thing to look for when trying to find out what kind of bird you can see are: size, shape, colour, beak shape and where you are (habitat)



Key Vocabulary you should discuss with your child

Adult: grown up

Amphibian: a cold-blooded animal with gills, that hatches from an egg, living the first part of its life in water and the last part on land

Bird: a warm-blooded animal with feathers, a beak, no teeth, wings and lays eggs

Carnivore: an animal that feeds only on the flesh of other animals

Endangered: in danger of extinction

Fish: a cold-blooded animal with fins, that lives in water and gets oxygen through its gills

Habitat: the natural environment where an animal or plant lives

Mammal: a warm-blooded hair-covered animal that gives birth to live young who feed on their mother's milk

Offspring: baby, human or animal

Omnivore: an animal that lives on a diet of both plant and animal food

Reptile: a cold-blooded animal that crawls or moves on its belly or on short legs

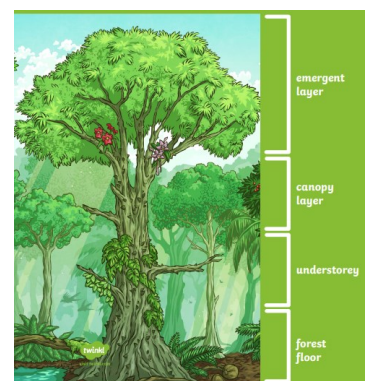
Species: a group of living things that can mate with one another but not with those of other groups

Survival: staying alive

Concept Flow

- To understand the difference between things that are living and things that have never been alive
- To know that animals, as well as humans, have offspring, which grow into adults
- To learn about the basic needs of animals, as well as humans, for survival (which are water, food and air)
- To identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
- To describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets)
- To identify and name a variety of common animals that are carnivores, herbivores and omnivores
- To know that some animals are endangered, the reasons why and what is being done to preserve these species

Rainforest layers



Please talk to your children about the information on this sheet. The more children discuss their learning the more likely they are to embed the learning to their memory. If you have any questions please don't hesitate to contact your child's class teacher.

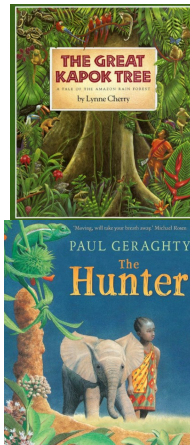
Berewood Primary School

Curriculum Letter—Summer Term—Year Two

English



We will begin the new half term by writing a recount of our trip to Marwell Zoo, using time adverbs to explain the order in which we visited each part of the zoo. We will then move onto studying The Great Kapok Tree. We will write a fact file about one of the animals that call the Great Kapok Tree their home, such as tree frogs, sloths and jaguars. This will complement our learning in science lessons. The Hunter tells the story of a girl who gets lost while walking with her grandfather in the bush. We will learn how to describe the setting of the story using adjectives and nouns.



Maths



We will begin by recapping telling the time to the hour and half past the hour. Then we will move onto learning to tell the time in 15 minute and 5 minute intervals using analogue clocks. After this we will learn how to measure length, height, mass, capacity and temperature. Much of this work will be done practically using rulers and weighing scales so that the children can apply the skill of measuring in real life contexts. As part of this work, the children will learn how to calculate and compare measurements as well as read scales in steps of ones, twos, fives and tens.

Science

We will identify and name birds, fish amphibians, reptiles and mammals. We will to sort animals into carnivores, herbivores and omnivores. We will also learn about the layers of the rainforest: the emergent layer, the canopy layer, the understorey and the forest floor.

PSHE

During this half term children will continue their learning about dental hygiene. They will then move onto money management.



Art

In art children will explore animal print patterns and practise drawing these. They will identify areas of the patterns that they want to highlight. They will raise these sections using materials and apply paint to create unique and striking prints.

PE We will be developing our balance and coordination to perform dances using simple movement patterns in the context on plants and growing. In our games lessons we will master basic attacking and defending skills and apply these in a range of activities.

RE

During our RE day this term the children will explore special places and we will visit St George's Church in the centre of Waterlooille.

Music

Children will develop their the understanding of duration in our 'Minibeasts on the Move' unit of work. This involves work with voices, body percussion, and instruments focussing on the rhythm patterns generated by the names of various minibeasts.