

Y2 What happened to the dinosaurs?

Power of Reading link texts
Dinosaur Time by Michael Foreman

National Curriculum PoS - Science:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for 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
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Procedural knowledge:

Planning

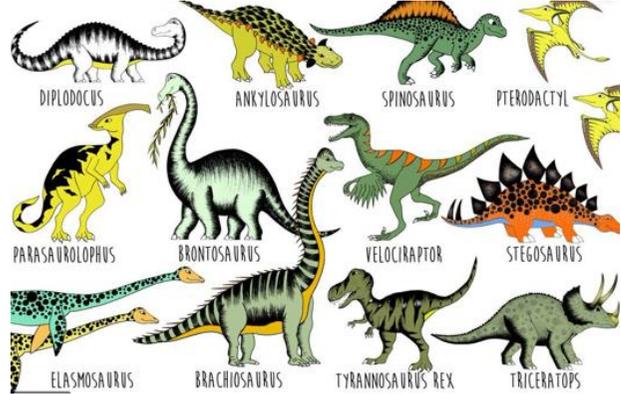
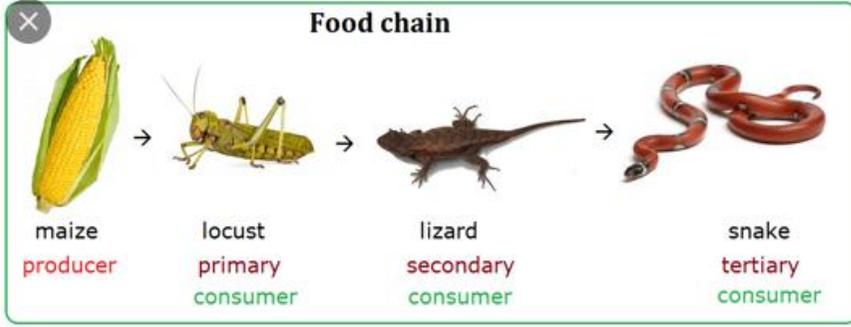
- Can they use different ideas and suggest how to find something out?
- Can they make and record a prediction before testing?
- Can they plan a fair test and explain why it was fair?
- Can they set up a simple fair test to make comparisons?
- Can they explain why they need to collect information to answer a question?
- Can they record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?

Doing

- Can they measure using different equipment and units of measure?
- Can they record their observations in different ways? <labelled diagrams, charts etc>
- Can they describe what they have found using scientific language?
- Can they make accurate measurements using standard units?
- Can they explain their findings in different ways (display, presentation, writing)?
- Can they use their findings to draw a simple conclusion?
- Can they suggest improvements and predictions for further tests?

Evaluating

- Can they explain what they have found out and use their measurements to say whether it helps to answer their question?
- Can they use a range of equipment (including a data-logger) in a simple test?
- Can they suggest how to improve their work if they did it again?

Key Facts	Key Images	Key Vocabulary
<ul style="list-style-type: none"> • <i>Dinosaur means 'terrible lizard' in Greek.</i> • <i>Dinosaurs ruled the earth for over 160 million years and the last dinosaurs died out around 65 million years ago.</i> • <i>A mass extinction was believed to have occurred.</i> • <i>Some dinosaurs were meat eaters (carnivores) like T-Rex, Allosaurus.</i> • <i>Some dinosaurs were plant eaters (herbivores).</i> • <i>Some dinosaurs were scavengers and would eat anything (omnivores).</i> • <i>We know dinosaurs existed because we've found fossilised remains.</i> • <i>Dinosaurs are an example of a body fossil and are a mould/cast fossil.</i> • <i>Palaeontologists also study trace fossils to learn about dinosaurs.</i> 	<p>Dinosaur names</p>   	<p>Dinosaur Prehistoric Reptile Fossils Fossilisation Petrification Palaeontologist Excavate Sediment Decompose Herbivore Carnivore Omnivore Habitat Food chain Predator Prey Producer Consumer Extinct Catastrophe</p>

Journey towards the final outcome: to be decided by staff

