

Animal Magic		Topic Summary:		
Subject Leads: Science/Art		In this topic children will learn about animals, and what they need to grow and survive. They will learn about food chains and animal life cycles and find out where animals live and why they make their homes where they do. They will explore the countries of the United Kingdom, and the animals that live there, especially nocturnal animals. They will learn about Jamrach's Menagerie, a famous Victorian wild animal shop in East London, with a true story about an escaped tiger and a small boy! They will look at what makes a great poster, and make their own to share their understanding of food chains and life cycles. They will also have a go at making a cage or pen for an animal to live in.		
Year Group: 2	Term:			
Trips and visitors	English Non-Fic genres	English Fiction genres	Key texts	Maths Links
London Zoo/Farm	Non-chronological reports	Traditional Stories	Owl Who was Afraid of the Dark, Dear Zoo, The Tiger Who Came to Tea	

	Statutory National Curriculum <i>(highlight when planning to ensure coverage)</i>	Suggested activities/sessions <i>(map onto half-termly overview)</i>	Possible pupil outcomes	Cross-curricular ICT opportunities
Science	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> describe & compare structure of common animals (fish, reptiles, birds, mammals etc (Y1) identify & name a variety of common animals - carnivores, herbivores & omnivores (Y1) notice that animals, including humans, have offspring which grow into adults describe the basic needs of animals, including humans, for survival (water, food and air) describe how animals obtain their food from plants & other animals, using the idea of a simple food chain & identify & name different sources of food <p>Scientific skills</p> <ul style="list-style-type: none"> asking simple questions observing closely, using simple equipment identifying and classifying 	<ul style="list-style-type: none"> Re-cap work done in Y1 on animals Raise questions about what things animals need for survival and suggesting ways to find answers to their questions. Observe some animals first hand if possible – Farm? Using observations compare and contrast animals. Group animals and describe how they identify and group them. Draw the food chain - grass, cows, humans - name primary producer Discuss what happens if there is not enough food or water Ask children their favourite foods and sorting into plants/animals Create food chains which contain plants/animals with which we are familiar 	<ul style="list-style-type: none"> Labelled drawings/photos of animals Lists of animals sorted into groups Non-Chron reports Diagrams of food chains and life cycles 	<ul style="list-style-type: none"> Digital photography Purple Mash life cycle template
History	<ul style="list-style-type: none"> choose and use parts of stories and other sources to show that they know and understand key features of events identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> Find out about Jamrach's Menagerie, on The Highway in Wapping in Victorian Times – story of the tiger attack on a boy Look at old photos and compare then and now 	<ul style="list-style-type: none"> Annotated pictures Comparisons 	<ul style="list-style-type: none"> Online information
Geography	<p>Map and Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Location and Place</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human/Physical Geography</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key human features, including farm, house etc 	<ul style="list-style-type: none"> Revise previous work on world habitats Find out about British animals and where they live – UK regions Find out about the 'homes' they live in and why (dark, warm etc) Create a set of Top Trump cards for British animals, with information about habitat and home Look at Zoos/Farms and how they create good (or bad) homes for animals – give their opinion – I think that... 	<ul style="list-style-type: none"> Annotated maps Top Trump style cards Non-chron reports 	<ul style="list-style-type: none"> Google Maps Espresso Research Purple Mash writing activities
Art	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	<ul style="list-style-type: none"> Create life-cycle and food-chain posters – with strong eye-catching colours and large text – link to Science 	<ul style="list-style-type: none"> Poster 	<ul style="list-style-type: none">
DT	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> Challenge: Create a cage or farm pen for a small world animal or a soft toy must be the right size, with an opening door – art straws? 	<ul style="list-style-type: none"> Photos of finished cage/pen challenge 	<ul style="list-style-type: none"> Digital photography
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">