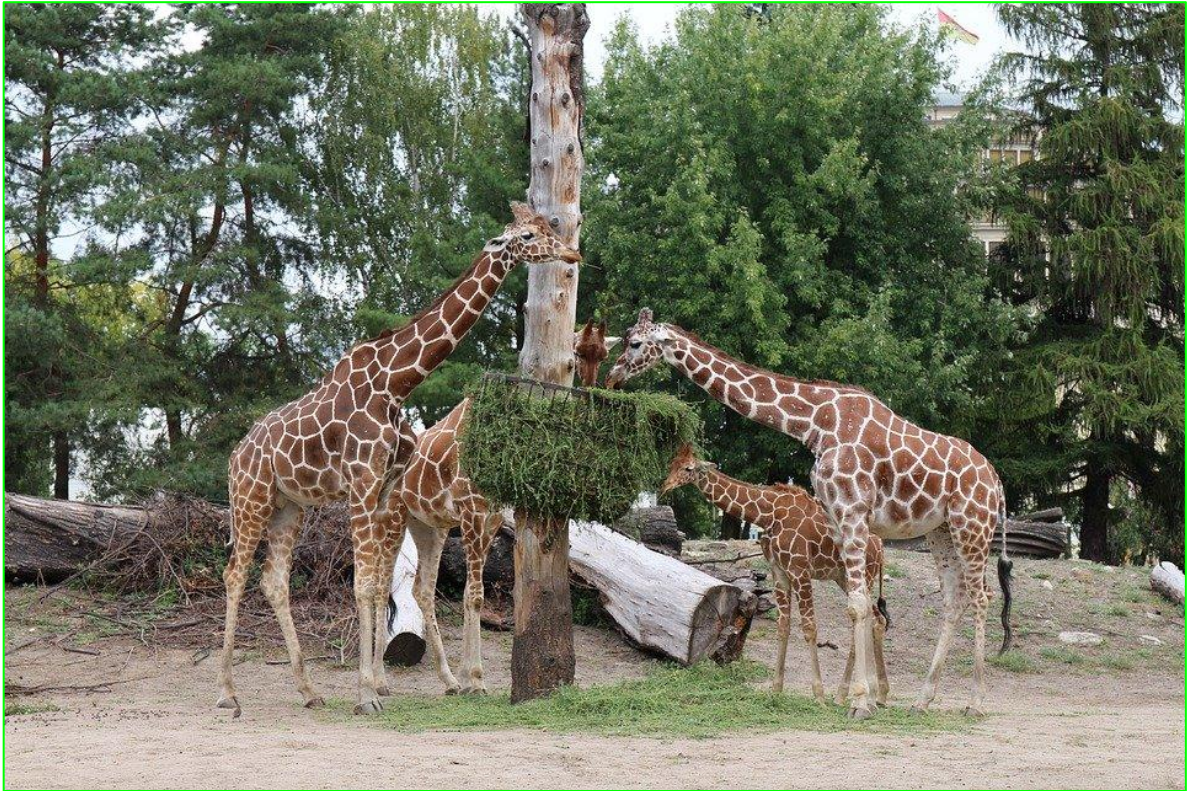


# *Year 2 Summer 1 - In The Jungle*



*Curriculum Driver:  
Science and Art*

*Create Explore Discover*

## Year 2

### Summer 1 - In The Jungle

Key Curriculum Driver: science



#### Other Curriculum Areas Art

**Rationale:** *In The Jungle* will allow the children to develop skills through science and art. They will be able to identify common birds and animals, describe their habitats and compare different habitats. They will also be able to describe where animals get their foods and categorize them according to herbivore, carnivore, or omnivore. They will also be able to explain what food chains are. The Children will also be able to understand about colours, textures and different media used in art to present their finding.

**By the end of this topic, most children will:**

- Name common animals and discuss their habitats.
- Categorise animals, (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) according to their preference of food types.
- Be able to identify simple food chains and where their food sources come from.
- Name primary colours and know what colours can be mixed to make secondary colours.
- Sketch using pencils, coloured pencils to create different effects and tones.

• **Children's knowledge will be shown by:**

**Extended Writing:**

- Creating fact files about different animals in a zoo.
- Make a list of 'for' and 'against' arguments about keeping animals in zoos. Could you have a class debate to discuss the issue?
- Write a paragraph from the point of view of an animal who is kept in a zoo. How do they feel? Could you write a story about a world in which animals keep humans in zoos?

**Purposeful Outcome:**

Learn about animals from around the world, their habitats and food source. Be able to discuss food chains.

*Create Explore Discover*

# Year 2 Summer 1 - In The Jungle



Subject	Objective
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</p> <p>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.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Respond to ideas and starting points.</p> <ul style="list-style-type: none"> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary.</p> <ul style="list-style-type: none"> <li>• Add white to colours to make tints and black to colours to make tones</li> </ul> <p>Create colour wheels.</p> <p>Draw lines of different sizes and thickness.</p> <ul style="list-style-type: none"> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul>

## Topic Overview

### *Topic Hook*

*Trip - To The Yorkshire Wildlife Park*

## *In The Jungle Curriculum Driver*

### *Topic Outcome*

*Learn about animals from around the world, their habitats and food source. Be able to discuss food chains.*

### *At the Allotment Coverage (Main Focus)*

1. *HOOK - - Trip to the Yorkshire Wildlife Park.*
2. *Science - Learn about animals from around the world.*
3. *Science - Categorize animals into types, fish, birds, reptiles, mammals and invertebrates.*
4. *Science - Categorize animals into carnivore, herbivore, omnivore.*
5. *Science/Art - Draw and label habitats of different common animals.*
6. *Science - order a simple food chain of different species.*
7. *Art - colour mixing, identify, primary colours and then mix to make secondary colours, create a colour wheel.*
8. *Art - Using a picture of an animal, use a range of different methods to draw the animal, starting with sketching pencils, coloured pencils and then paint. Then discuss and write which method did they prefer and which method had the best outcome.*

### *Free Writing Stimulus*

*Comparison of their finished artwork. Can they write a reflection for their peers.*

### *Extended Writing Genres and Activities*

*Fact files of different animals.  
Recount of trip.  
Story writing linked to the enormous crocodile.*

### *Trips and Experiences*

*Trip to The Yorkshire Wildlife Park*

### *Other subject Coverage*

*List activities*

*Geography - animals from around the world.*

*PSHE - food tasting*

### *Linked Texts*

