



## Zoology

Year 2 SPRING 2 | Cycle A

### Should animals have the same rights as humans?

Values [RESPECT](#) | [EMPATHY](#) | [COURAGE](#)

**Overview** In this topic, children will learn about the world of animals in both the wild and where they co-exist with humans and the relationships that have developed. Through a deepened understanding of conservation issues, children develop empathy for the challenges animal habitats face. Based on what they have found, children begin a campaign around animal conservation and the rights of animals. In studying mythical creatures, they create their own animals, their habitats, predators and prey and a world for narrative story writing. Children will spend extended time immersed in learning outdoors, observing, photographing and discovering the wildlife in their near environment.

**Engagement** Experts from the University Zoology department will visit the school and bring real animals that the children can interact with.

**Celebration** Photography exhibition of children's created images taken from school and at home. Children's recorded outcomes such as their stories will also be displayed for others to enjoy.

### Curriculum Spotlight

**Focus Texts:**

[The Hunter](#), [The Journey](#), [Three Little Pigs](#), [Range of fairy tales: the Tiger, the Brahmin and the Jackal](#), [Range of non-fiction books](#)

[Place & Time](#)

Geography ▲ GKS1.5a.ii, GKS1.5c

History ✦ HKS1.1c

[Citizenship & Ethics](#)

PSHE ▲: Jigsaw

[Arts & Creativities](#)

Art ★: Drawing

Music ★: Musicianship

D&T ▲: DTKS1.5a, DTKS1.5a,

[Physical & Emotional Health](#)

PE ★ ✦: Gymnastics

[Faith & Belief](#)

RE ★: Christianity

[Language, Literacy and Oracy](#)

Writing ★: Reports, Narrative, Poetry

[Science & Technology](#)

Science ✦: SY2.3b, SY2.3c

Computing: not specified

#### Habits of Mind

Children grow in their ability to reflect on the impact that humans have on the environment, they are given choice about the area that they focus on.

#### Oracy & Dialogue

*Oracy Skills – Linguistic: appropriate vocabulary choice, grammar.* Cognitive: Content, seeking information and clarification through questions, time management, critically examining ideas, reasoning. Linguistic: turn-taking, listening actively and responding appropriately.

#### Playful Enquiry

Pretence play in storying, make an insect habitat.

#### Visitors

University Zoology department.  
Educational Visits / Enrichment Day  
Wimpole Farm/Wondlebury.  
Learning Street

'Bringing the outside in' – turn learning street into a jungle.  
Topic Display

Wanted posters describing the Big Bad Wolf.  
Home Learning Project

None specified.



Subject		Learning Journey					
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Arts & Creativities	Art ▲	★	★	★	★	★	★
	Music ✦	★	★	★	★	★	★
MSKS1.1c Listen with concentration and understanding to a range of high quality live and recorded music.							
Language, Literacy & Oracy	Key texts	Zoo			Never Tickle a Tiger	Tanka Tanka Stump	Range of non-fiction topic books (e.g. Life Cycles)
	Writing	Persuasion: Speech Writing			Sentence level	Shape Poems	Range of non-fiction topic books (e.g. Life Cycles)
	Spelling	Adding -es to nouns and verbs ending in -y	The suffix -ment	The suffix -ness	The suffix -ful	The suffix -less	The suffix -ly The /o/ sound spelt a after w and qu
	Grammar	Expanded noun phrases	Expanded noun phrases (with, who, that)	Qualifying connectives (however, if, though)	Exclamations	Commas for a list	Cause and effect connectives (because, so, therefore)
Mathematics	Maths	Multiplication and Division	Multiplication and Division	Multiplication and Division	Multiplication and Division	Fractions	Fractions
Science & Technology	Science ✦	SY1.2a Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.		SY1.2b Identify and name a variety of common animals that are carnivores, herbivores and omnivores.		SY1.2c Describe and compare a structure of a variety of common animals (fish, amphibians).	SY2.3a Notice that animals including humans have offspring that grow into adults.
	Computing						
Place & Time	Geography ▲						
	History						
Physical & Emotional Health	PE	Dance - Respond using appropriate actions  Games - Working cooperatively to play small games	Dance - Respond using appropriate actions  Games - Development and extension of bouncing, kicking, throwing, catching and striking skills.	Dance - Work cooperatively in pairs  Games - Development and extension of bouncing, kicking, throwing, catching and striking skills.	Dance - Work cooperatively in pairs  Games - Sending and aiming skills, developing footwork	Dance - Change and vary actions  Games - Working in groups of various sizes	Dance - Change and vary actions  Games - Inventing games, develop games
Citizenship &	PSHE	Being Healthy	Being Relaxed	Medicine Safety	Healthy Eating	Healthy Eating	The Healthy Me Cafe

	Philosophy for Children	★	★	★	★	★	★
Faith & Belief	RE	Is it true that Jesus came back to life again?	Loss	Symbols of Easter	Resurrection Stories	Christian Visitor	Easter Story