

Year 2: PE – Dance

Subject Specific Vocabulary – Key words	
Improvise	Creating movement or dance without prior planning.
Creative	Form of expression that uses bodily movements that are rhythmic, patterned, or sometimes improvised, and often accompanied by music.
Levels	Performing a routine at high, medium or low levels.
Speed	The length of time a movement lasts, the speed with which a movement is performed using the beat of the music.
Stage direction	An instruction written into the dance, indicating stage position, actions, movements of performers, or production requirements.
Emotions	To express emotions, communicating physically, allowing those feelings to move through the body, out of the body, and in doing so, to move others.
Stillness	Stillness is a part of a sequence in a dance where the dancer seems to pause after a melodic phrase.
Unison	Two or more people performing the same movement at the same time.
Energy	The force applied to dance to accentuate the weight, attack, strength, and flow of a dancer's movement
Timing	In dance, timing refers to moving to the beat of the music.

Key Skills - Objectives
To recap/learn basic body actions and to learn basic movement patterns.
To learn how to respond to different stimulus using different speeds, directions and levels.
To learn different stage directions and use them within a dance.
To learn how to express different moods and feelings within dance.
To learn how to create and demonstrate a clear beginning, middle and end to their dance routine.
To learn performance skills.



Local Clubs
SLY Moves Dance Club
AMG Dance
Rochester Dance Junction
Razzamatatz Medway

Rules of the game
Be prepared; dress appropriately, remove any jewellery and tie long hair back
Pay attention and listen to the teacher's instructions.
Wear dance shoes appropriate to the style of dance. Never wear dance shoes outside of the dance studio.
Warm up thoroughly before you start dancing.

Team Work / Fair Play
Demonstrate spatial awareness and give other dances their space.
Try your best, if you make a mistake no one will fault you.
Communicate with each other, consider points of view and ideas from other dancers.
Co-operate with others and figure out ways to help get the dance done.

Famous People/Teams
Anna Pavlova
Michael Flatley
Michael Jackson
Darcy Bussell

Year 2: Materials Knowledge Mat

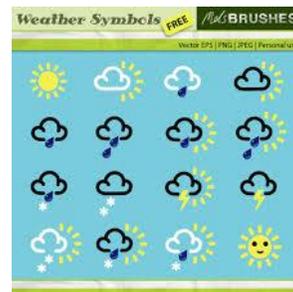
Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about materials
metal	When heated, metals can be shaped into anything from a tiny paperclip to a huge aircraft.	<ul style="list-style-type: none"> • Identify and compare suitability of everyday materials for particular uses. • To find out how the shapes of solid objects made from some materials can be changed • To ask relevant questions using different types of scientific enquires. • To set up simple practical enquiries, making careful observations, taking measurements and using a range of equipment. • Gathering and recording, findings using scientific language and label drawings. 	<p><input type="checkbox"/> Wood is used to make buildings and furniture and for making fires and heating.</p> <p><input type="checkbox"/> Most of the paper or cardboard we use came from trees.</p> <p><input type="checkbox"/> Glass is a hard transparent material that can be made in many shapes.</p> <p><input type="checkbox"/> Glass is usually transparent, which means you can see through it, but can also come in different colours.</p> <p><input type="checkbox"/> Glass is often used to make windows and bottles.</p> <p><input type="checkbox"/> Many churches have special coloured glass often used to make religious pictures.</p> <p><input type="checkbox"/> Plastics are used to make many of the things we use in everyday life. They are used for toys, bicycle helmets, mobile phones, window frames and many other common items.</p> <p><input type="checkbox"/> Petrol is used to make plastic and it invented just over a 100 years ago.</p>
plastic	Plastics are made from natural materials such as wood, coal and oil.		
fabric	A cloth made by weaving or knitting textiles fibres.		
wood	Wood is a material that comes from trees and is used to make furniture, floors and many other things		
glass	Hard breakable material typically transparent or translucent. Used for windows, drinking containers and other objects.		
squashing	Squashing is pushing things closely together.		
bending	Bending is changing the shape and direction of something.		
twisting	To twist something you move one part clockwise and the other part anticlockwise.		
stretching	Stretching is to change shape by pulling it to make it longer or wider.		
flexible	Bends easily without breaking.		
rigid	Unable to bend or forced out of shape.		



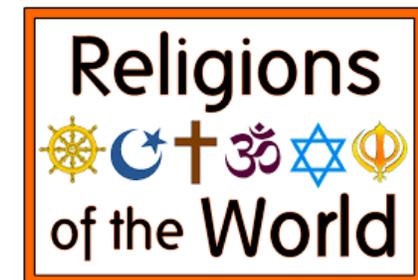
Year 2 : RE – What signs and symbols do we see in religion and what do they mean?

Subject Specific Vocabulary	
Sign	A gesture, action or image used to convey identity, information or an instruction.
Symbol	A mark or character that represents an organisation.
Icon	A painting or mosaic used as an aid to devotion, usually in the Christian Orthodox tradition.
Symbolism	The use of one object / picture to represent another object, idea, action or thought. Widely used in religion and can evoke a sense of emotion and an affinity with an individual's faith.
Belonging	Can be defined in a variety of ways including a sense of belonging through connections to: people, places, groups and communities. Belonging can enhance our sense of identity and aid the development of relationships within particular groups and communities.
Faith	A strongly held belief in a religion.
Holy	Being dedicated to God or a religious purpose.
Respect	A regard for the feelings, wishes, beliefs or rights of others.

Key Skills
To recognise some religious symbols and use some religious vocabulary correctly.
To be able to express their own experiences and feelings and recognise what is important in their own lives.
To learn about and handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions.
To make links to symbolism in their own lives



Sticky Knowledge about Signs and Symbols
The six principal faiths all have their own symbol (Cross- Christianity; Aum -Hinduism; Wheel – Buddhism; Star and Crescent - Islam; Magen David - Judaism; Khanda – Sikhism).
There are many symbols in our everyday lives that have different meanings.
Many religious symbols can be seen on buildings and artefacts.
Different religious symbols express religious meaning.
In Christianity the cross is a reminder of Jesus' death and resurrection.
Religious symbolic actions are used e.g. in a mosque; Muslims remove their shoes before worship as they are entering holy ground, as a sign of humility and respect.
Some people who belong to a religious faith wear special symbols to show their belonging.
Christians worship in a church.
Muslims worship in a mosque.



Year 2 : PSHE – What helps us to stay safe and healthy?

Subject Specific Vocabulary	
Physical health	The care of our bodies for optimal health and functioning.
Mental health	How we think, feel and act
Medicine	A preparation or treatment for the prevention of illness or disease.
Vaccination	A treatment to help the body protect itself from a disease.
Routine	A sequence of actions that are regularly followed.
Feelings	An emotional state or reaction.
Life cycle	A series of changes in the life of an organism, including reproduction.
Genitalia	The organs of reproduction, especially the external organs.
Risk	A situation involving exposure to danger. Or To act in such a way to bring about the possibility of an unwelcome event.
Responsibility	The state or fact of having a duty to deal with something or for being accountable for something.
Safety	The condition of being protected from or unlikely to cause danger.

Key Skills
Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).
Identification, assessment (including prediction) and management of positive and negative risk to self and others.
Empathy and compassion (including impact on decision-making and behaviour).
Resilience (including self-motivation, perseverance and adaptability).
Recalling and applying knowledge creatively and in new situations.
Strategies for identifying and accessing appropriate help and support.

Sticky Knowledge about staying safe and healthy

- Sleep and rest are important for growing and keeping healthy.
- Medicines and vaccinations can help people stay healthy and manage allergies.
- Food and drink can help keep our teeth healthy alongside good dental hygiene routines.
- We can experience a range of different feelings that sometimes need to be managed.
- Sometimes we need to ask for help and advice and there are different ways that we can do this.
- As we grow up not only do we change but our needs do too.
- Our body parts have different names including our external genitalia (e.g. vulva, vagina, penis, testicles).
- We need to recognise risk and keep ourselves safe in everyday situations as well as unfamiliar environments, e.g. road, water and rail safety, medicines
- There are different people who are responsible for keeping us safe in different situations.
- There are ways that we can keep ourselves safe in different situations.
- There may be situations where we need to get help to respond to an emergency by calling 999.



Year 2: PE – Tag Rugby

Subject Specific Vocabulary – Key words

Speed	The ability to move quickly across the ground or move limbs rapidly to grab or throw.
Direction	A course along which someone or something moves to reach a destination.
Dodging	To avoid someone or something by moving out of the way by a sudden, quick movement.
Weaving	To twist and turn from side to side while moving somewhere in order to avoid obstructions.
Control	The ability to coordinate movements or actions with precision.
Aim	To direct and object to someone, something or towards a target.
Pass	To move or cause something to move in a specified direction.
Catch	To intercept and hold something that has been thrown.
Try	A try is scored by the attacking team when they place the ball on or over the try line.
Accuracy	The ability of being able to do something precise without making mistakes.

Key Skills - Objectives

To learn how to dodge and weave an object using speed and direction.
To become familiar with a rugby ball, how to hold it and how to catch it.
To learn how to use the correct technique to throw the rugby ball in a straight line and aim at a target.
To mark or shadow another person and know why we do this.
To learn how to pass and move towards a goal area by combining running and passing skills.
To able to score in rugby by placing the ball down in target areas.



Rules of the game

To work as a team to accumulate the most points by scoring.
Defenders must remove the ball carrier's tag to stop their progress.
No forward passes are allowed.
To work as a team communicating ideas and rules.

Team Work / Fair Play

Treat teammates with respect and encourage them if they make a mistake.
Treat opponents with respect
Respect the decisions of the referee.
Do your best.

Famous People/Teams

Owen Farrell
Emily Scarratt
Ben Youngs
Natasha Hunt

Local Clubs

Medway Rugby Football Club
Lordswood Rugby Football Club
Maidstone Rugby Club
Medway Dragons

Year 2 : We are Detectives (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about collecting clues
Address	A string of characters that identifies a destination for email messages or the location of a website.	<ul style="list-style-type: none"> Outlook (email for Windows) Excel (spreadsheet for Windows) Mail (email for iOS) <p>Information and ideas</p> <ul style="list-style-type: none"> CEOP guidance for children on using email: www.thinkuknow.co.uk/8_10/control/email Advice on 'netiquette' (online etiquette): http://dotsafe.eun.org/www.eun.org/eun.org2/eun/en/ds_main_/content2459.html and www.learnthenet.com/learn-about/netiquette The Story of Send (how email works from a Google perspective): www.google.com/green/storyofsend/desktop 	<ul style="list-style-type: none"> Technology can be used to create, organise store manipulate and retrieve digital content. Information Technology is used both in school and beyond school. Eg. Home computers, laptops, tablets, cameras, e-book device. To use technology safely and respectfully keeping our personal information private. To know where to go for help and support when they have concerns about the Internet and other online technologies. E mail is a common use of IT within and beyond school to provide an instant method of receiving and sending messages. To know there are risks associated with emails. Attached files can contain viruses or other harmful programs.
Attachment	A computer file added to an email.		
Database	A structured set of data held in a computer, especially one that is accessible in various ways.		
Evidence	The available facts or information indicating whether a belief or proposition is true.		
Email	The system of sending messages by electronic means.		
Fact File	A collection of information about a particular subject or product.		
Safety	To be protected from danger, risk or injury.	<p style="text-align: center;">E-Safety</p> <ul style="list-style-type: none"> In school all emails are sent and received via a single class email address At home, if the children use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust. Stress to the children that they should never open email attachments that are unexpected or from unknown sources, they should be very wary of links in emails and they should not give out personal information. 	
Header	The part of an email before the message containing information such as the subject and sender.		
			<p>Unit Overview:</p> <p>In this unit the children are challenged to solve a mystery by reading, sending and replying to emails and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Year 2: History Term 1. What did the Normans do for us?

Subject Specific Vocabulary			Key Skills
past	Relating to time gone by.		<p>Sticky Knowledge about Normans.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Normans invaded England.
present	The belonging or referring to something that is happening now.		
change	A difference that has happened due to something being done.		
era	A period of time in history. An era often begins or ends with an important event.		
artefact	An object from the past made by humans.	<p>Sticky Knowledge about William I</p>	<ul style="list-style-type: none"> William I is also known as William the Conqueror He was the first Norman King of England. He took the throne in 1066 after the Battle of Hastings. He built stone castles to defend his kingdom He built some of England's famous castles such as Windsor Castle, Tower of London and Dover. He made England speak French.
Norman	People related to Normandy, a region in France, who conquered England in 1066		
knight	A man in the middle ages who fought in battle on horseback to serve the king.	<ul style="list-style-type: none"> <input type="checkbox"/> William of Normandy also wanted the throne and fought a battle in Hastings in 1066 & defeated Harold to be king. 	
Bayeux Tapestry	Medieval embroidery showing the Norman Conquest in 1066	<ul style="list-style-type: none"> <input type="checkbox"/> The story of the Battle of Hastings is told in a tapestry. 	
Battle	A fight between two or more armies using weapons.	<ul style="list-style-type: none"> <input type="checkbox"/> The first stone castles were built by the Normans called motte and bailey castles. Before this they were built of wood. 	
castle	A large building usually having high walls with towers to protect against attack.	<ul style="list-style-type: none"> <input type="checkbox"/> William the Conqueror undertook a census of England and recorded information in the Domesday Book. 	
Domesday Book	A book of records to show the king how much land, tenants and servants nobles had so they could be taxed.	<ul style="list-style-type: none"> <input type="checkbox"/> . William 1 spoke French, many words remain in our language today. 	
mace	A heavy spiked club used as a weapon.	<ul style="list-style-type: none"> <input type="checkbox"/> Training to become a Knight took many years 	

Year 2: The Normans (Art)

Subject Specific Vocabulary		Sticky knowledge about designing and making.	Key skills
Observational drawing	A drawing that is made by looking at and carefully reproducing in pencil or other media an image or a real life object	<input type="checkbox"/> That we can use drawing to share our observations, ideas and experiences	<input type="checkbox"/> Create sketches of Bayeux Tapestry
line	A long thin mark on a piece of paper or other surface	<input type="checkbox"/> To explore how to use pencil to create different shape and shades of line	
tone	A shade of a colour	<input type="checkbox"/> To know that we can use different brush sizes to create different effects	<input type="checkbox"/> Learn how to mix primary colours to make secondary colours
shape	The outline or appearance of an object	<input type="checkbox"/> To know that the primary colours are red, yellow and blue	<input type="checkbox"/> Learn how to make different shades of colour
primary colour	Primary colours are basic colours that can be mixed together to produce other colours. They are usually considered to be red, yellow, blue, and sometimes green.	<input type="checkbox"/> Know that secondary colours can be made by mixing primary colours	
secondary colour	A secondary colour is a colour made by mixing of two primary colours in a given colour space.	<input type="checkbox"/> To use different materials to express our ideas and designs in art	<input type="checkbox"/> Learn how to use different brush sizes to create different marks on paper
secondary colour	A secondary colour is a colour made by mixing of two primary colours in a given colour space.		
pattern	An arrangement of lines or shapes		<input type="checkbox"/> To evaluate and improve their artwork
media	The materials used in creating a piece of artwork		<input type="checkbox"/> Learn techniques
texture	The feel or the consistency of the media being used.		