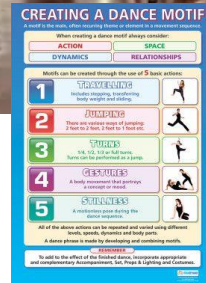


# Year 2: PE – Dance

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: Science - Materials Monster

Subject Specific Vocabulary		Working Scientifically	By the end of this term. I will be able to answer:
<b>material</b>	Something than object is or can be made from.	<ul style="list-style-type: none"> <li>• <b>To observe closely.</b></li> <li>• <b>To perform simple tests.</b></li> <li>• <b>To identify and classify.</b></li> <li>• <b>To use observations and ideas to suggest answers to questions.</b></li> <li>• <b>To gather and record data to help in answering questions.</b></li> </ul> <p><b>Our famous scientist for this unit is:</b></p> <p><b>Gretchen Kalonji</b></p> 	
<b>properties</b>	The characteristics of a material e.g. glass is transparent, transparency is a property.		What is a material ?
<b>metal</b>	When heated, metals can be shaped into anything from a tiny paperclip to a huge aircraft.		What does properties mean?
<b>plastic</b>	Plastics are made from natural materials such as wood, coal and oil.		What are the uses of everyday materials?
<b>fabric</b>	A cloth made by weaving or knitting textiles fibres.		How can we change the shape of a material?
<b>wood</b>	Wood is a material that comes from trees and is used to make furniture, floors and many other things.		How can we compare the suitability of a material?
<b>glass</b>	Hard breakable material typically transparent or translucent. Used for windows, drinking containers and other objects.		
<b>squashing</b>	Squashing is pushing things closely together.		
<b>bending</b>	Bending is changing the shape and direction of something.		
<b>twisting</b>	To twist something you move one part clockwise and the other part anticlockwise.		
<b>stretching</b>	Stretching is to change shape by pulling it to make it longer or wider.		
<b>flexible</b>	Bends easily without breaking.		
<b>Rigid</b>	Unable to bend or forced out of shape.		

# Year 2 : PSHE – The zones of regulation

## Subject Specific Vocabulary

Zones	Areas where we feel different emotions .
Regulation	The strategies we use to help stabilise our emotions .
Feelings	An emotional state or reaction.
Empathy	To be able to understand and share the feelings of another.
Compassion	To recognise the suffering of others and then take action.
Communicate	To share or exchange ideas with another person.
Toolbox	An imaginary box of strategies we can use to help us move back into another zone.

## Key Skills

Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses).

Empathy and compassion (including impact on decision-making and behaviour).

Thinking of own strategies and things that may support us in moving zone.

Recognising, evaluating and utilising strategies for managing influence.

Starting to understand how different emotions feel.

## By the end of this term, I will be able to answer:

What are the zones of regulation?

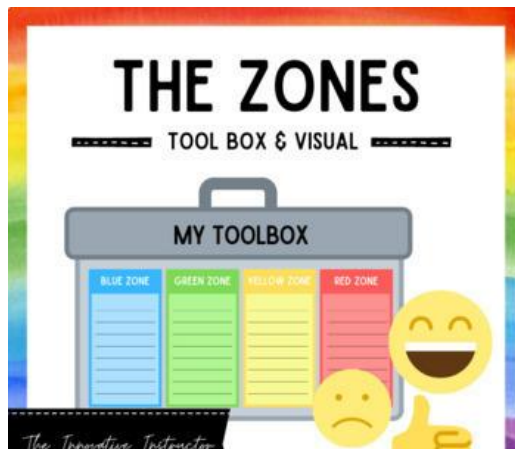
What would you be feeling in each zone?

How could you tell someone was feeling in the blue zone?

















Why is it important to understand our feelings?

What would we use our toolbox for?

Can you name one strategy you would use to regulate your emotions?



## The ZONES of Regulation®

 	 	 	 
 	 	 	 
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control



## Year 2 : RE – Is it possible to be kind to everyone all the time?

Subject Specific Vocabulary	
Kindness	The quality of being friendly, generous and considerate
Jesus	Religious teacher whose life, death and resurrection are the basis for the Christian message of salvation
Christian	A believer in Christianity
Enemy	A person who is actively opposed to something or someone
The Good Samaritan	The story of a charity and helpful person
Empathy	The ability to understand and share the feelings of another
Understanding	Sympathetic awareness or tolerance
Choices	The act of choosing between 2 or more possibilities

Key Skills
I can tell you when I have been kind to others even when it was difficult.
I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.
I can say if I think Christians should be kind and give a reason.
I can demonstrate my understanding of how to show kindness.

Enquiry Questions
What does it mean to be kind?
Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time? Could Jesus be kind all of the time?
How can we show kindness to others?



# Year 2: Music – How does music help us make friends?

## Subject Specific Vocabulary

Pitch	Range of sounds from highest to lowest
Vocal	Singing part of a song using your voice
Pulse	A steady regular beat that continues throughout a song
Improvisation	A free performance based on children's understanding
Musicianship	Skills that you develop as a musician
Composition	The making of a piece of music
Rhythm	Patterns of long and short sounds played with a steady beat
Performance	Musical ideas are shown to an audience



**By the end of this unit, I will be able to answer:**

What is pitch?

What is the difference between a short and long sound?

What does pulse mean?

What skills make effective musicianship?



## Key Skills (Lesson Learning)

1. To learn to sing and use their voices.
2. Use their voices expressively and creatively by singing songs and speaking rhymes.
3. To explore pitch, rhythm and pulse.
4. To listen to, review and evaluate music

# 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 : What is IT?

Subject Specific Vocabulary		Key skills	By the end of this unit, I will be able to answer:
Safety	To be protected from danger, risk or injury.	<ol style="list-style-type: none"> <li>1. To understand what information technology is and what it can be used for</li> <li>2. To find different examples in the school of technology we can use</li> <li>3. To be able to use technology safely and understand our responsibility when using it</li> <li>4. Experience using computers and understand their role and purpose</li> </ol>	<ul style="list-style-type: none"> <li>• What is IT?</li> <li>• What examples of IT are in school?</li> <li>• Where can you find IT outside of school?</li> <li>• What is the purpose of IT?</li> <li>• What are the benefits of IT?</li> <li>• Why is it important to use IT safely?</li> <li>• What are you responsible for when using IT devices?</li> </ul>
Information Technology	Online technology that can be used to complete different tasks		
Devices	An electronic piece of equipment such as computers,		
Responsibility	Being accountable for your actions		

## E-Safety




- 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.








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

Subject Specific Vocabulary			Key Skills
past	Relating to time gone by.		<ul style="list-style-type: none"><li>To ask &amp; answer questions about the past.</li><li>Use secondary sources.</li><li>To place events on a timeline.</li><li>To learn about significant historical events, people &amp; places.</li></ul>
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.		
		By the end of the unit I will be able to answer these questions:	Topic specific skills
artefact	An object from the past made by humans.	<input type="checkbox"/> Who were the Normans?	
Norman	People related to Normandy, a region in France, who conquered England in 1066	<input type="checkbox"/> What caused the Battle of Hastings?	
knight	A man in the middle ages who fought in battle on horseback to serve the king.	<input type="checkbox"/> What happened at the Battle of Hastings?	
Bayeux Tapestry	Medieval embroidery showing the Norman Conquest in 1066	<input type="checkbox"/> What do we learn from the Bayeux tapestry?	
Battle	A fight between two or more armies using weapons.	<input type="checkbox"/> What was the Domesday book?	
castle	A large building usually having high walls with towers to protect against attack.	<input type="checkbox"/> How did the Norman conquest change England?	
Domesday Book	A book of records to show the king how much land, tenants and servants nobles had so they could be taxed.		
mace	A heavy spiked club used as a weapon.		<ul style="list-style-type: none"><li>I can order pictures on a timeline</li><li>I can explain the reasons that each person thought they should be king.</li><li>I know what happened at the Battle of Hastings and can explain why it is a significant event</li><li>I can understand the importance of using different historical sources</li><li>I know what the Domesday book was and why it was created</li><li>I know what the Feudal system was and can give an opinion on it</li></ul>



# Year 2: Art – sketching

Subject Specific Vocabulary		By the end of the term, I will be able to answer:	Key skills
Observational drawing	A drawing that is made by looking at and carefully reproducing in pencil or other media	What are observational drawings?	Understanding what observational drawings are and sketch what is in front of you  Experimenting with different mark-making techniques (hatching, cross hatching, scribbling etc)
Line	A long thin mark on a piece of paper or other surface	When might we use the different mark-making techniques?	
Tone	A shade of a colour	What does texture mean?	
Shape	The outline or appearance of an object	When might we use lighter or darker lines in our drawings?	Learn about the meaning of tone and focus on light and dark shadows
Sketching	A rough drawing made by many small strokes	Can you explain how you feel about a picture/drawing?	
Mark-making	The creation of different patterns, lines and shapes		Experiment with different types of media and reflect on which media is preferred for different types of drawing
Techniques	Different methods used when completing a task		
Pattern	An arrangement of lines or shapes	 	Explaining our likes/dislikes about different pictures and drawings
Media	The materials used in creating a piece of artwork		
Texture	The feel or the consistency of the media being used.		