

Year 2: Term 2. Are castles just for fairytales ?

Subject Specific Vocabulary

past	Relating to time gone by
present	The belonging or referring to something that is happening now.
change	A difference that has happened due to something being done.
chronology	Arranged something by the order of time they occurred.
historical	An event that actually happened in the past.
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.
castle	A large building usually having high walls with towers to protect against attack.
turret	A little tower at a corner of a building.
tower	A building that is higher than its length or width. It can stand by itself or be attached to a larger building.
weapon	An object used to hurt people in a fight or battle.
moat	A deep, wide ditch usually filled with water surrounding a castle.



By the end of the unit I will be able to answer these questions:

☐ How have castles changed over the years?

☐ What are the reasons behind the features of a castle?

☐ Were castles just for kings and queens?

☐ What is heraldry?

☐ Where does fairytale lettering come from?

☐ How has castle cookery changed over time?



Key Skills

- To ask & answer questions about the past.
- Use secondary sources.
- To place events on a timeline.
- To learn about significant historical events, people & places.


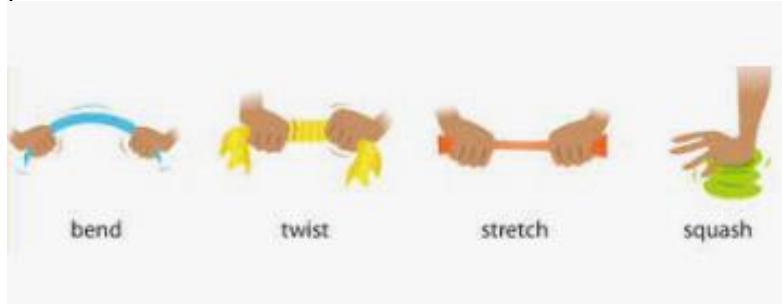
Topic Specific Skills

- I can give reasons for my choices.
- I can identify the reasons behind castle design features. I can include purposeful features in my design and final product.
- I can name different people within a castle and describe their role.
- I can give meaningful reasons behind my shield design which reflect my understanding.
- I can understand the origins behind this style of writing so often seen in fairytales
- To be able to explain how their cooking was different to how it would have been in medieval times and ascribe this to equipment / healthy and safety knowledge.

Sticky Knowledge

- ☐ Castles were first made of wood. William the Conqueror ordered many castles to be built. Castles evolved over time and were then made of stone.
- ☐ A portcullis and a moat gave extra protection. Arrow slits were difficult for the enemy to fire arrows through. Towers gave a good lookout to see the enemy approaching. Castles were built on hills to attack the enemy from above.
- ☐ The constable looked after the castle while the lord and lady were away.
- ☐ Heraldry symbolised the qualities of your family. Symbols and colours all had meaning.

Year 2: Science Term 2: Squash, bend, twist and squeeze!

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions.
Material	Something than object is or can be made from.	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observe closely using simple equipment. • Performing simple tests. • Identify and classifying. • Using their observations and ideas to suggest answers and questions. • Gathering and recording data to help in answering questions. <div> Our scientist this term is Alfred Nobel. </div> 	<input type="checkbox"/> What does it mean to be flexible?
Properties	The characteristics of a material e.g. glass is transparent, transparency is a property.		<input type="checkbox"/> How can materials be changed by squashing, bending, twisting and stretching?
	When heated, metals can be shaped into anything from a tiny paperclip to a huge aircraft.		<input type="checkbox"/> Which objects can squash, bend, twist and squeeze?
Squashing	Squashing is pushing things closely together.		<input type="checkbox"/> Which forces are involved in squashing, bending, twisting and stretching?
Twisting	To twist something you move one part clockwise and the other part anticlockwise.		How do you make a mouse fly? (How does the shape of materials affect their use?)
Bending	Bending is changing the shape and direction of something.		
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.		
Force	Something which causes a physical action or movement.		

Sticky Knowledge

☐ Flexible means to bend easily without breaking.

☐ Materials can change shape by squashing, bending, twisting and stretching.

☐ I know that some objects can squash, bend, twist and squeeze and some can't.

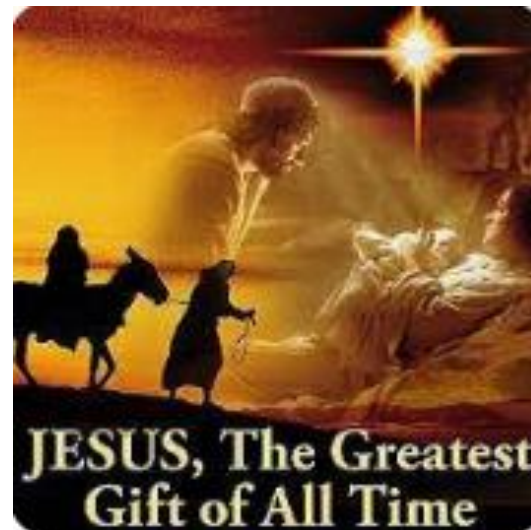
☐ It takes force to squash, bend, twist and stretch materials and objects.

I know that the properties of a material affect its use.

Year 2 : RE – Why do Christians believe God gave Jesus to the world?

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
God	the creator and ruler of the universe and source of all moral authority; the supreme being.
Incarnation	a person who embodies in the flesh a deity, spirit, or quality.
Saviour	(in Christianity) God or Jesus Christ as the redeemer of sin and saver of souls.
Christmas	The annual Christian festival celebrating Jesus' birth

Key Skills
I realise that there is a purpose to the idea of Jesus coming to the world
I can link the idea of Jesus as saviour to modern day problems
I can link Bible stories to the idea of Jesus as saviour
I can explain the idea of Jesus as the saviour and relate this to myself.



Enquiry Questions
Why did God send Jesus to save the world?
Why is Christmas a special time for Christians?
What did Jesus come to teach the world?
How are you inspired by Jesus to show love to the world?

Sticky Knowledge

God sent Jesus to save the world and spread his message.

Why Christmas is a special time for Christians, to celebrate the birth and life of Jesus.

Jesus came to teach the world to be kind and to listen to the word of God.

Many people are inspired by Jesus to show love to the world.

Year 2 : Digital photography

Subject Specific Vocabulary		Key skills	By the end of this unit, I will be able to answer:
Photography	Taking and processing of pictures	<ul style="list-style-type: none"> Learning what photography is and how to take a picture Recognising technology that is used outside of school and what the purpose is Understanding what techniques can help take an effective photo To learn that not all pictures they see are real and can be altered for effect 	<ul style="list-style-type: none"> What is a photographer? Which way is portrait and landscape? What makes good photography composition? How can lighting affect our photography? Why might pictures be changed for a purpose?
Digital	Electronic objects that store and process information		
Device	An electronic form of technology		
Composition	The way a photographer arranges their camera to achieve the correct picture		

E-Safety



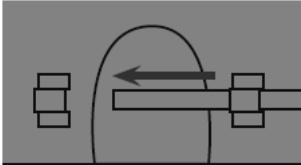

- In school all emails are sent and received via a single class email address
- At home, if the children use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.
- Stress to the children that they should never open 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.



Sticky Knowledge

- Photography is the action of taking and processing pictures.
- Photo composition focuses on how to achieve a clear and accurate picture, including the correct light, angle etc.
- The importance of asking permission to take someone's photo before taking it.
- Pictures can be altered by digital technology which can change the reality of a picture.

Year 2: Design and Technology: Mechanisms

Subject Specific Vocabulary		By this term, I will be able to answer:	Key skills
Design	A plan or drawing produced to show the look and function of an object before it is made.	What is a mechanism?	<input type="checkbox"/> Explore what products are for and how they work.
Make	To form something by putting parts together or to combine substances.	What do each of the mechanisms do?	<input type="checkbox"/> To state what products are being designed and what they are for.
Evaluate	To judge the quality of something e.g. how good or bad it is.	What products use mechanisms and why?	<input type="checkbox"/> To say how their product will work .
Mechanism	The parts that make something work.	How does my product and mechanism work?	<input type="checkbox"/> To explore different components
Wheel	A circular object that revolves on a axle and is fixed below a vehicle or other object to enable it to move easily.		<input type="checkbox"/> Select from a range of components according to their characteristics and which is most suitable.
Lever	A beam which rotates around a fixed point.	 	<input type="checkbox"/> Assemble and join components.
Slider	A rigid bar which moves backwards and forwards along a straight line		<input type="checkbox"/> To evaluate products and ideas against design criteria.
Product	The object that has been made.		
Purpose	When a product has a role or has a job to complete.		



Sticky Knowledge

A mechanism is the parts that make something work.

I explored different mechanisms and could see how they worked.

Different products use mechanisms, such as scissors, bicycles and door handles.

I know that a product needs a purpose.

I can explain how my product works and what its purpose is.

Year 2: PE – Yoga Term 2

Subject Specific Vocabulary – Key words

Breathe	Back Bend
Twist	partner
Stretch	Quiet
Forward Bend	relax
Balance	Strong
Stand	Peaceful

Useful Websites

Cosmic kids yoga -
<https://www.youtube.com/user/CosmicKidsYoga/videos>

Karma Kids Yoga -
<https://www.youtube.com/channel/UCdBLsolox9WvnG023No-XiA/videos>



Key Skills - Objectives

Able to perform skills with a certain degree of control.

Can perform all the skills learnt to a high ability in a sequence.

Can work with a partner.

Able to demonstrate knowledge and understanding of the task.

Understands that physical activity has health benefits and good well being.

Can perform different shapes.

Able to describe the different movements and the effects it has on their body.

Compare, evaluate and improve performance



Guidelines for Yoga

Breathe – Tune in and focus. Breathing exercises help us to slow down, increase awareness and make non – reactive choices.

Game – be playful and creative with friends. Fun and play are important to enhance fitness, teamwork and creativity. Games can be used as a warm up before trying poses.

Balance – feel poised, composed and aligned. A balance body creates a balanced mind. Balance poses bring you into focus and develop alignment, strength, flexibility and grace.

Stand- become stable, strong and grounded. It all starts with the way you stand to develop strength and concentration.

Forward Bend- reach, release and flex. Forward bends help to calm so that you can be peaceful inside. They stretch and strengthen the legs and help open the spine and chest.

Back Bend –be supple, open, and trustful. Back bends are great energizers and complement forward bends.

Twist and stretch – twist, turn and extend. These poses are for exercising and toning inside and out. Use to unwind, let go of stress and tension.

Partner have fun working together. Partner poses strengthen cooperation, connection, teamwork and friendship.

Time In – Unwind, rest and revive. Go inside yourself, relax and breathe. Learn to become still, focussed and self aware.

Sticky Knowledge

- Yoga is a calming/relaxing sport which involves different balances and movements.
- The different movements in yoga can be used to help relax the muscles and can help focus your mind and body.

Year 2: PE – Ball skills Term 2

Subject Specific Vocabulary – Key words

Touch	Movement
Direction	Control
Dribble	Heads up
Laces	Side-foot
Striking	Pass
Short / long	Power
Accuracy	Control

Local Clubs

Gillingham Football Club

Medway Town FC

Bredhurst Rovers Football club

Anchorians Football club



Key Skills - Objectives

To begin to use their feet to move around an area and learn the basic rules of football

To learn the correct technique of how to dribble a ball

To learn how to pass a ball over a short distance using the inside of the foot

To learn how much power is needed to pass a ball over a long distance and why a long pass is

To learn how to strike a ball

To know the difference between passing and shooting

To be able to run and move with the ball.

To be able to play a game of football linking all the skills together.

Able to compare and evaluate their own performance.

Has some knowledge of why physical activity has health benefits

Can work as part of a team.

Rules of the game

All players must use their feet, head or chest to play the ball.

Only the goalkeeper can use his hands.

The aim of the game is to score a goal.

There are 11 players in a team & 5 players for 5 – a side.

Team Work / Fair Play

Starts communicating within a team.

Can work in a team & make successful passes to a team mate in a game situation.

Can work in a team & pass the ball with some accuracy.

Can work in a team & understands where different areas of the pitch are.

Famous People

Marcus Rashford

Harry Kane

Wayne Rooney

Gareth Bale

Sticky Knowledge

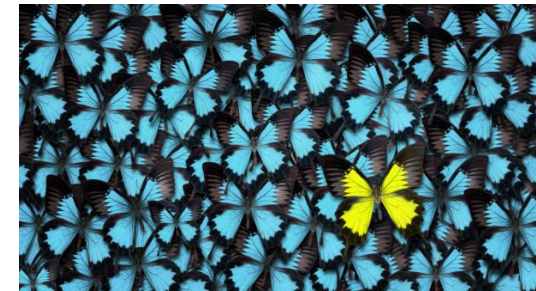
- Ball skills include using hands to begin with move the ball and then will move onto feet.
- Dribbling is small touches using the feet to move the ball along and should not include strong kicks.
- The difference between passing and shooting is that a pass is moving the ball from one person to another and shooting is kicking a ball towards a target.

Year 2 : PSHE – Valuing difference

Subject Specific Vocabulary	
Difference	When someone/something is not alike to others
Diversity	This describes differences between people such as appearance, race, religion etc
Special	Something that is of greater importance to a particular person
Respect	The acceptance of other peoples views and opinions
Unique	Being one of a kind and unlike anything else
Feelings	An emotional state or reaction
Cooperation	The action of working with others to meet an end goal
Inclusion	Feeling and being included within a group

Key Skills
Understanding of diversity and how this can be seen within our own classroom.
The way in which we portray respect to others and the effect it can have if we do not show respect.
Knowing what kind and unkind means and what this looks like.
Know who their special people are and understand why they are special to them.
Empathy and compassion (including impact on decision-making and behaviour).

By the end of this term, I will be able to answer:
What makes me unique?
What makes my special people important?
How can my behaviour and actions affect those around me?
How can I ensure people feel included?
What does respect mean?



Sticky Knowledge

- Being different is important and we need to value everyone's differences.
- Respect is essential and needs to be evident on both sides to create an effective relationship.
- Your behaviour/actions towards another person can affect the way they feel about themselves and towards you.
- Special people are those who you feel comfortable with and can trust.