

Year 2: Where do I call home?

Subject Specific Vocabulary

country	A nation and body of land with one government.
continent	A large, solid area of land. There are 7 which make up the Earth's land surface.
ocean	A huge body of salt water.
Compass direction	A tool for finding direction with universal points of North, South, east and West.
Atlas	A collection of maps and charts to give us geographical information.
map	A drawing of all or part of the Earth's surface.
Journey line	The route taken from one place to another.
Aerial view	Looking at something from above.
equator	The Equator is an imaginary line around the center of the Earth, dividing it into the North and South Hemispheres.
climate	The weather conditions found in a certain place over a period of time.



Lines of enquiry

- ☐ What is geography all about?
- ☐ What are continents and oceans?
- ☐ How do I use an atlas?
- ☐ How do the continents differ?
- ☐ How would I use compass directions to help me on a journey?
- ☐ Why are some countries hot and others are cold?
- ☐ What can I tell from an aerial view?

Key Skills

- To name and locate the world's seven continents and five oceans.
- To use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at this key stage, in the context of the geography of the world.
- To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and satellite images to recognise basic human and physical features
- To ask geographical questions – Where is it? What is this place like? How near/far is it?

Sticky Knowledge

- ☐ I know that Geography is the study of the Earth's landscapes, people, places and environments.
- ☐ I know that a continent is a large, solid area of land. There are 7 which make up the Earth's land surface.
- ☐ I know that an ocean is a huge body of salt water.
- ☐ I know that a compass is a tool for finding direction with universal points of North, South, east and West, and I can use a compass to help me find my way on a journey.
- ☐ Some countries are hot and some countries are cold due to their position on earth and their distance from the equator.
- ☐ An aerial view means looking at something from above.

Year 2: DT – Term 3

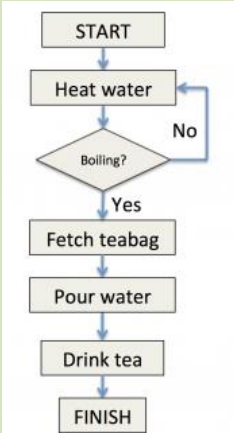


Subject Specific Vocabulary		By the end of this unit, I will be able to answer:	Key skills
Purpose	A reason behind having something	<input type="checkbox"/> What is the purpose of my boat?	<input type="checkbox"/> Knowing the purpose of a product and reasons why we are making it
Design criteria	Elements that need to be included in a final product	<input type="checkbox"/> Why do we need a design criteria?	
Joining	The connection of two materials	<input type="checkbox"/> What does 'joining' mean?	<input type="checkbox"/> Using the design criteria to create a purposeful product
Structure	The arrangement of different materials	<input type="checkbox"/> How will you make a strong structure?	
Suitable	Appropriate materials for a certain purpose	<input type="checkbox"/> Why do you need to careful picking suitable materials?	<input type="checkbox"/> Learning how to join materials together to make a strong structure
Evaluate	To judge the positives and negatives of something	<input type="checkbox"/> Why do we evaluate our products?	
			<input type="checkbox"/> Choosing suitable materials to meet the design criteria



Sticky Knowledge

- ☐ The purpose of a boat is to move goods and people across water.
- ☐ We need a design criteria to help organise out thoughts and consider elements that need to be included in a final product
- ☐ I know that 'joining' means the connection of two materials
- ☐ I know how to make a strong structure by altering the arrangement of different materials
- ☐ Materials have different properties and I know that this needs to be considered when creating an item for a purpose.
- ☐ We evaluate our products to judge the positives and negatives of something

Year 2: computing – Robot algorithms - Term 3

Subject Specific Vocabulary		Key skills	By the end of the unit, I will be able to answer..
Beebot	Robot to help with direction and sequencing	<ul style="list-style-type: none"> • Learning how to use a beebot • Following instructions correctly • Creating our own algorithms • Being able to use a beebot to follow a route 	<input type="checkbox"/> How does a beebot work?
Instructions	Steps given to achieve a certain outcome		<input type="checkbox"/> Why do we need to follow instructions?
Algorithm	A process or set of rules to be followed		<input type="checkbox"/> What is an algorithm?
Sequence	A series of actions that are completed in an order		<input type="checkbox"/> How does an algorithm work?
Route	A way taken in getting from a starting point to a destination		<input type="checkbox"/> What are the different routes you can create?
  		E-safety	<input type="checkbox"/> Why do we test a route? <input type="checkbox"/> How do we use a beebot correctly and safely?
		Establish rules for using digital equipment when out of the classroom – to ensure the equipment is kept safe and that the children are not so focused on using it that they become unaware of the risks around them.	

Sticky knowledge



An algorithm is a set of rules that are followed to achieve an outcome.

A route has a sequence of steps that we can follow to get from a starting point to a destination.

We can use beebots to follow a set of instructions and programme them to follow a route.

We use beebots in our groups by sharing the equipment and taking turns. We also use them safely by only using them on the floor and listening to our teachers instructions.

Year 2: Science Term 3:STEM project – Where do I call home?

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions.
Habitat	A place where a particular animal or plants lives or grows naturally.	<ul style="list-style-type: none"> 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Identify and name a variety of plants and animals in their habitats, including microhabitats. Gather and record data to help in answering questions. 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. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. 	<input type="checkbox"/> What is a habitat?
Species	A group of animals, plants or other living things that all share common characteristics and that are all classified as alike in some manner.		What are microhabitats?
Ecosystem	A group of plants and animals that interact with each other and form an ecological unit.		<input type="checkbox"/> What is the difference between living, dead and never alive?
Microhabitat	Microhabitats are the small-scale physical requirements of a particular organism or a community of organisms.		<input type="checkbox"/> What makes a habitat a suitable place to live? (How do polar bears keep warm?) <input type="checkbox"/> How do penguins stay dry?
Predator	An animal that eats other animals		<input type="checkbox"/> How can you sail in the Arctic? (link to STEM project salt water density experiment with a reference back to previous materials and forces work.) <input type="checkbox"/> What is a food chain?
Prey	The animals that predators feed on		
Producer	The base of the food chain which makes its own food ie plants		 <div>Our scientist this term is Sir David Attenborough</div>

Sticky Knowledge

☐ A habitat is a place where a particular animal or plants lives or grows naturally.

☐ Microhabitats are the small-scale physical requirements of a particular organism or a community of organisms.

☐ I know the difference between living, dead and never alive.

☐ For a habitat to be a suitable place to live, it needs to meet all of the environmental conditions that an organism needs to survive.

Penguins have a waxy coating on their feathers or fur that repels the cold water.

☐ A food chain is a series of organisms each dependent next as a source of food.

Year 2 : RE Term 3 – How important is it for Jewish people to do what God asks them to?

Subject Specific Vocabulary

Respect	A feeling of deep admiration for someone or something
Consequence	The result of an action or choice
Seder	Religious meal served in Jewish homes to commence Passover
Passover	Jewish holiday celebrating the Israelites escaping from Egypt
Covenant	An agreement
Exodus	The liberation of Israelites from slavery in Egypt
mezuzah	Parchment rolled and kept in a decorative case, inscribed with Hebrew verses from the Torah
Shabbat	Marking the commemoration of the day God rested from creating the world
Rosh Hashanah	Jewish New Year
Yom Kippur	The holiest day of the Jewish year which marks the end of 10 days of repentance

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

What is respect?

What is Passover?

Why is it important to do as God asks?

How do Jewish people do as God asked?

How important are the different promises?

How would you show love and respect?



Key skills:

Interpretation of a concept

Empathy for feelings and a situation

Investigation into the reasons behind certain beliefs

Application of knowledge to answer questions

Discernment in considering a broad and balanced view of Jewish beliefs

Analysis of our own thoughts and behaviour

Evaluation of the skills we have learnt and how meaningful they are



Sticky Knowledge

Respect is a feeling of deep admiration for someone or something

Passover is a Jewish holiday celebrating the Israelites escaping from Egypt

There are 613 mitzvot (rules) and by following them, Jewish people can do what God expects of them.

I know that Jewish people have different holidays and celebrations through the year, including Rosh Hashannah and Yom Kippur.

I know how I and others show love and respect.

Year 2: PE – Yoga – Term 3

Subject Specific Vocabulary – Key words

breath	create
focus	choose
pose	flow
position	mindfulness
listen	namaste
feel	

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

To copy and repeat yoga poses.

To develop an awareness of strength when completing yoga poses.

To develop an awareness of flexibility when completing yoga poses.

To copy and remember actions linking them into a flow.

To create a flow and teach it to a partner.

To explore poses and create a yoga flow.

By the end of the unit...

- ☐ I am beginning to provide feedback using key words.
- ☐ I can copy, remember and repeat yoga flows.
- ☐ I can describe how my body feels during exercise.
- ☐ I can move from one pose to another thinking about my breath.
- ☐ I can use clear shapes when performing poses.
- ☐ I can work with others to create simple flows showing some control.



Sticky Knowledge

- ☐ I am learning how to provide feedback using key words.
- ☐ I can copy, remember and repeat yoga flows.
- ☐ I can describe how my body feels during exercise.
- ☐ I can move from one pose to another thinking about my breath.
- ☐ I can use clear shapes when performing poses.
- ☐ I can work with others to create simple flows showing some control.

Year 2: PE – Sending and Receiving – Term 3

Subject Specific Vocabulary – Key words	
track	when a player moves their body to get in line with a ball that is coming towards them.
send	To pass to someone using either your hands, feet or an object.
receive	To collect or stop a ball that is sent to you using either your hands, feet or an object.
target	a mark to shoot at.
control	Having power over.
release	To let go.
accurate	being able to direct an object to a small target area



Key Skills - Objectives
To roll a ball towards a target.
To track and receive a rolling ball.
To send and receive a ball with your feet.
To develop catching skills.
To develop throwing and catching skills.
To send and receive a ball using a racket.

Examples of games that use sending and receiving skills

Target Games	Net & Wall	Striking & Fielding	Invasion
Golf	Tennis		Hockey
Boules	Volleyball	Rounders	Netball
Boccia	Badminton	Cricket	Football
New Age Kurling		Baseball	Tag Rugby
Dodgeball			Handball
			Basketball

Famous People
Beth Mead – England football player
Ben Stokes – England Cricket captain
Emma Raducanu – Tennis player
Lebron James – Basketball player

By the end of this unit...
<input type="checkbox"/> I am beginning to provide feedback using key words.
<input type="checkbox"/> I am beginning to trap and cushion a ball that is coming towards me.
<input type="checkbox"/> I can accurately throw and kick a ball to a partner.
<input type="checkbox"/> I can catch a ball passed to me, with and without a bounce.
<input type="checkbox"/> I can roll a ball to hit a target.
<input type="checkbox"/> I can track a ball and stop it using my hands and feet.
<input type="checkbox"/> I can work co-operatively with a partner and a small group.
<input type="checkbox"/> I can work safely to send a ball towards a partner using a piece of equipment.



Sticky Knowledge

☐ I am learning to provide feedback using key words.

☐ I am learning how to trap and cushion a ball that is coming towards me.

☐ I know how to accurately throw and kick a ball to a partner.

☐ I can catch a ball passed to me, with and without a bounce.

☐ I can roll a ball to hit a target.

☐ I can track a ball and stop it using my hands and feet.

☐ I can work co-operatively with a partner and a small group.

Year 2 : PSHE – Keeping safe – Term 3

Subject Specific Vocabulary

Peer pressure	The influence from members of a peer group
Medicine	Something that is taken to make us feel better when we are poorly
Secret	Something that is kept or meant to be kept unknown or unseen by others.
Consent	Giving permission for something
Safe	A feeling of comfort and trust
Communication	A way of passing on information to someone

Key Skills

Understanding what peer pressure is and the negative effects of this.

Evaluating the outcomes of peer influence and how to respond to this.

Strategies for identifying and accessing appropriate help and support.

Knowing the difference between good and bad secrets.

Understanding what makes us comfortable and uncomfortable.

Thinking about the different people we can trust and can talk to if we need to.



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

Why is it important to not be influenced by others?

Why do we have to be safe around medicine?

What are good and bad secrets?

What does 'consent' mean?

Who could you talk to if you felt uncomfortable about something?



Sticky Knowledge

I know that peer pressure is the influence from members of a peer group and I know that this can be a negative thing.

Medicine is something that is taken to make us feel better when we are poorly but I know that too much medicine, or the wrong medicine can be dangerous.

A secret to something that is kept or meant to be kept unknown or unseen by others. I know that there can be good and bad secrets.

Consent means giving permission for something

If I felt uncomfortable about something, I know who I can talk to.

Year 2: Music – Our Land and Storytime Musical

focus –Exploring sound Term 3

Subject Specific Vocabulary

beat	Basic rhythmic unit in a piece of music.
tempo	The speed at which a piece of music should be played.
melody	A sequence of single notes that form a tune.
drone	A harmonic effect where a note or a chord is continuously sounded throughout most of a piece of music.
rhythm	Patterns of long and short sounds played with a steady beat.
dynamics	The varying levels of volume or sound in different parts of a musical performance.
pitch	The degree of highness or lowness of a sound.
structure	Most music is underpinned by a structure which may be as simple as beginning, middle and end
timbre	The quality and character of a sound.
duration	The length of time each note is played for.
texture	How sounds are combined in a composition.
score	The representation of music by a series of pictures and symbols.

Sticky Knowledge

Timbre and texture can be used so that sounds can be descriptive

We can create sounds using percussion instruments or our bodies to accompany a piece of music.

Music can often create pictures and images in our minds.

Percussion instruments are instruments that are played by striking the instrument with a hand , beater or by shaking e.g. drums, bells and cymbals.

Key Skills (Lesson Learning)

1. Exploring timbre and texture to understand how sounds can be descriptive.
2. Listening to and identifying contrasting sections of descriptive music.
3. Identifying ways of producing sounds.
4. Combining sounds to create a musical effect.
5. Understanding how music, dance and drama can combine in storytelling.
6. Exploring voices to create descriptive musical effects.
7. Listen to, review and evaluate music.
8. Rehearsing and refining to develop a performance.

Body Percussion



Clap



Snap



Pat



Stomp



Sticky Knowledge

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