


Year 2: Science Term 4: Our local environment

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.		<input type="checkbox"/> 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 living in our school grounds?
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?
Predator	An animal that eats other animals		<input type="checkbox"/> What is a food chain?
Prey	The animals that predators feed on		<input type="checkbox"/> Who eats what? 
Producer	The base of the food chain which makes its own food ie plants		
		Our scientist this term is Sir David Attenborough	

Sticky knowledge


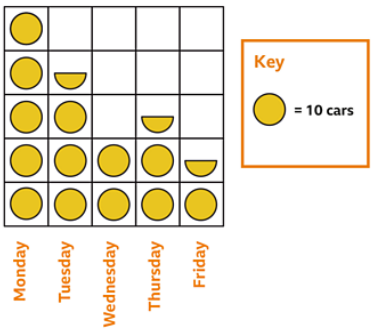

A habitat is an animal or plants home.

A microhabitat is a home for a smaller organism.

A habitat can be a place of shelter for animals/plants but also needs to meet their basic needs, such as supplying food and water.

A food chain explains the process of how energy is passed between plants and animals. It includes a predator, prey and a producer.

Year 2 – Computing – Pictograms

Subject Specific Vocabulary		Software and Tools	By the end of this term, I will be able to answer:
Data	Facts and statistics collected together for reference or analysis.	<ul style="list-style-type: none"> J2e chart J2e pictogram https://www.j2e.com/jit5#pictogram 	Why do we need to collect data?
Database	A structured set of data held in a computer, especially one that is accessible in various ways.		How do we enter data?
Tally chart	A tally chart is one method of collecting data using tally marks to show a valuable data set.		What are attributes?
Attribute	A certain quality or feature that is regarded as a characteristic		Why are attributes important when collecting data?
Pictogram	A representation of results shown in pictures		How does a tally chart work?
Programme	A plan used for solving problems		What is a pictogram?
		<h2>E-Safety</h2> <p>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.</p> 	

Sticky knowledge



Pictograms show data that is represented through a symbol/picture.

Attributes show particular characteristics/features and this can be used to input data against.

A tally chart works by using tally marks to keep a record of count.

We have to double check our record of data to make sure it is accurate.

Year 2: Geography What is the geography of where I live? Term 4

Subject Specific Vocabulary		Key Skills	
Island	A piece of land surrounded by water.	 <p>By the end of this term, I will be able to answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whereabouts in the United Kingdom do I live? <input type="checkbox"/> What is the geography of my local area? <input type="checkbox"/> What are the main land uses in our local area? <input type="checkbox"/> How can we introduce people to the physical and human geography of our local area? <input type="checkbox"/> How do I create a sketch map? <input type="checkbox"/> How would the human and physical features of an island compare to those in the U.K? 	<ul style="list-style-type: none"> To locate a place on a map of the British Isles. To identify the countries which make up the U.K Describe and understand key aspects of physical geography. Comparing similarities and differences between and human and physical features of places studies. Make simple maps using simple symbols. Understand how an island is different from the mainland. 
Physical features	Related to environment. The vegetation, soil, mountains or hills, rivers, streams and lakes that make up the land that people, animals and plants live.		
Ocean	A very large expanse of sea.		
Environment	The air, water and land in or on where people, animal and plants live.		
Mainland	Forming the main part of a country or continent, not including the islands.		
map	A map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are.		
Map symbol	Map symbols represent real objects and landmarks		
Human features	Human environment created by humans. Features include houses, roads, rail, canals and cities.		
Continent	A large solid area of land.		
United Kingdom	This is made up of England, Scotland, Wales and Northern Ireland.		

Sticky knowledge

We live in Medway which is in the South East of the United Kingdom. The continent we live in is Europe.

There are physical and human features of our town – physical features are the things that are already here such as trees, rivers etc. The human features are things that been made by people such as churches, houses etc.

The four countries that make up the UK are England, Wales, Scotland and Northern Ireland.

A sketch map uses a key with symbols to show where things are from a birds eye view.

Year 2: Art – Term 4

Subject Specific Vocabulary		By the end of this unit, I will be able to answer:	Key skills
Sculpture	A three dimensional piece of art often carved, chiselled, or cast	<input type="checkbox"/> What is a sculpture?	<input type="checkbox"/> To learn about sculpture artists and their creations
Clay	A kind of sticky earth that hardens when dry or baked	<input type="checkbox"/> Who is Ron Nagle? What did he do?	
Mould	To make something have a particular shape or character	<input type="checkbox"/> What is clay used for?	<input type="checkbox"/> To experiment with clay and learn techniques to mould, join and mark clay
Texture	The look and feel of the surface of something	<input type="checkbox"/> How do we mould and join clay?	
Artist	A person who creates different pieces of artwork including drawing, painting, sculpture, printing etc	<input type="checkbox"/> What does texture mean?	<input type="checkbox"/> Use drawings to share our observations, ideas and experiences
Medium	The materials used in creating a piece of artwork	<input type="checkbox"/> What are the similarities and differences between yours and an artists work?	
			<input type="checkbox"/> To evaluate my own artwork and compare to others



Sticky knowledge

Ron Nagle is a famous artist who created sculptures known as 'imaginary worlds'.

Sculptures are 3D creations made out of materials, such as clay.

We can mould clay by shaping it with our fingers and join clay by making slip, which is water and clay mixed together. It makes a thing glue which helps us join pieces together.

Texture relates to how something feels, we create texture by using our clay tools to make different marks.

Year 2: PE – Target Games – Term 4

Subject Specific Vocabulary – Key words

release	To let go of something.
accuracy	To perform movement and skill with precision – on target.
opposite	Facing something or someone.
strike	To hit.
target	A person, place or object to aim at.
select	To choose.
ahead	In front.
object	Something that can be seen and touched.
distance	The length of space between two points.

Famous People

Ronnie O'Sullivan - snooker

Lydia Ko - Golf

Key Skills - Objectives

To consider how much power to apply when aiming at a target.

To understand how to score using overarm and underarm throwing.

To develop striking to a target.

To develop hitting a moving target.

To select and apply the appropriate skill to the target game.

To shown an improvement in my personal best.



By the end of this unit...

- ☐ I am able to select the appropriate skill for the situation.
- ☐ I can throw, roll or strike a ball to a target with some success.
- ☐ I can work co-operatively with a partner and a small group.
- ☐ I understand the principles of a target game and can use different scoring systems when playing games.
- ☐ I understand what good technique looks like and can use key words in the feedback I provide.



Sticky knowledge

A target is an aim of something to be hit against.

A strike is when a target has been hit.

A technique of underarm/overarm throwing needs to be chosen based on the distance of the target.

We need to work co-operatively with our team, giving each other confidence but also suggesting ideas on how to improve in our techniques.

Year 2: PE – Team Building – Term 4

Subject Specific Vocabulary – Key words	
solve	To find a solution to.
support	To help or guide.
map	A diagram of an area or place.
direction	the line or course along which something moves, lies, or points.
cooperate	to work with others to get something done.
successful	Something goes well.
share	To let someone else have or take part in something you have.
plan	To decide what you are going to do before doing it.
communicate	Giving, receiving and sharing information.

Key Skills - Objectives
To follow instructions and work with others.
To co-operate and communicate in a small group to solve challenges.
To create a plan with a group to solve the challenges.
To communicate effectively and develop trust.
To work as a group to solve problems.
To work with a group to copy and create a basic map.



By the end of this unit...

- ☐ I can follow instructions carefully.
- ☐ I can say when I was successful at solving challenges.
- ☐ I can share my ideas and help to solve tasks.
- ☐ I can work co-operatively with a partner and a small group.
- ☐ I show honesty and can play fairly.
- ☐ I understand how to use, follow and create a simple diagram/map.



Sticky knowledge

Team building is based on good communication with your team mates and listening to each others ideas.

We have to be aware of everyone's ideas of how to solve a problem and take them all into consideration, before reaching a conclusion.

We also have to be honest and play fairly in our teams.

The aim of these games are based on who has worked effectively as a team, rather than who has won the game.

Year 2 : RE – Why is Easter important to Christians? Term 4

Subject Specific Vocabulary	
Palm Sunday	The first day of Holy Week that celebrates the arrival of Jesus in Jerusalem where he was greeted by crowds throwing down palm branches on the road.
Last Supper	The supper eaten by Jesus and his disciples on the night before his crucifixion.
Good Friday	The day that Christians remember the crucifixion of Jesus.
Easter Sunday	The day that marks Jesus' resurrection.
Disciples	The twelve companions who were being taught by Jesus.
Crucifixion	A way of executing someone by nailing them to a cross and leaving them to die.
Resurrection	When somebody comes back to life after their death.
Tomb	.A large room usually underground for burying the dead
Joy	A feeling of great pleasure and happiness.
Sadness	Feeling or showing sorrow or being unhappy.

Key Skills.
To understand the beliefs of other people.
To retell the Easter story and understand what Jesus' resurrection means for Christians.
To hear religious stories and talk about their meanings
To learn about a variety of ways of celebrating special occasions in faith communities.
To explore how religious beliefs can be expressed through the arts.

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

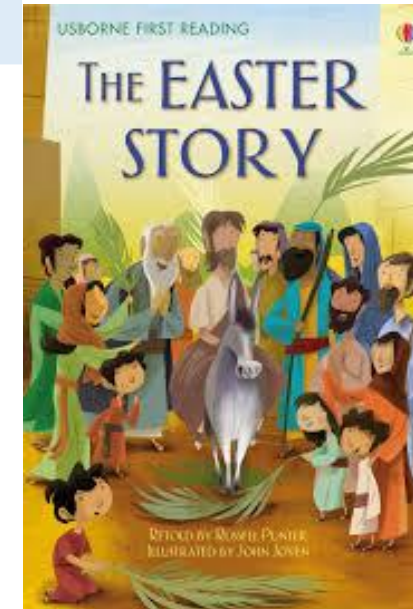
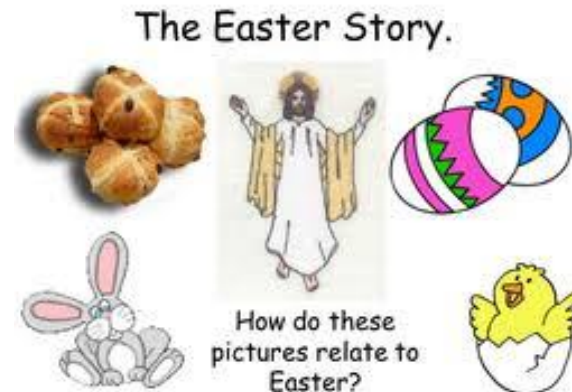
What is special about Spring?

What happened in the Easter story?

What is salvation?

What do Christians believe happened next?

What is so special about Easter eggs?



Sticky knowledge

Spring is important as it teaches us about new beginnings.

Good Friday was when Jesus died on the cross and Easter Sunday was when Jesus was resurrected. Both of these days are very important to Christians.

Salvation is about being protected from harm.

We must remember to respect and listen to all beliefs, even if they are not what we believe.

Year 2 : PSHE – Rights and Respect – Term 4

Subject Specific Vocabulary	
Feelings	An emotional state or reaction.
Communicate	To share or exchange ideas with another person.
Empathy	To be able to understand and share the feelings of another.
Respect	To have a due regard for the feelings, wishes or rights of others.
Online safety	Being aware of the potential risks and being safe on the internet.
Opinion	An opinion states a person's or group's thoughts, feelings or beliefs about something.
Cooperate	To work together in a positive manner for a common purpose.
Similarities	The state of being almost the same.
Differences	The way in which two or more things that are being compared are not the same.
Choice	The right of having more than one option.



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).
Strategies for identifying and accessing appropriate help and support.
Respect for others' right to their own beliefs, values and opinion.
Identification, assessment (including prediction) and management of positive and negative risk to self and others.
Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence.
Learning the risks of using the internet and trusted adults we can speak to if we feel uncomfortable.



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

What should we do if we have different opinions to our friends?

What strategies can I use to help me calm my emotions when I feel overwhelmed?

Who are your trusted adults that you feel comfortable around?

Why is online safety important?

Why does money need to be looked after and thought about before spending?

Why should we look after our environment?

What are the different ways we can look after our environment?

Sticky knowledge



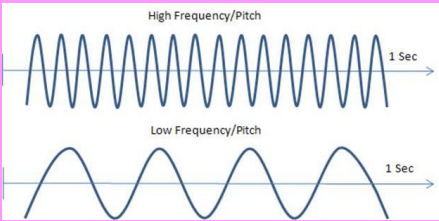
We need to remember to respect everyone's opinions, even if they are not what we believe.

We can use our zones of regulation tool box to help us when we are experiencing difficult emotions. These give us suggestions of things we can do to bring us back to the green zone.

Our trusted adults are people who we feel safe with and trust them to share information with.

It is important that we know how to use the internet safely and know who we can speak to when we don't feel safe.

Year 2: Music – Recognising different sounds - Term 4

Subject Specific Vocabulary		By the end of the term, I will be able to answer:	Key Skills (Lesson Learning)
Beat	Basic rhythmic unit in a piece of music.	What does a steady beat sound like?	<ul style="list-style-type: none"> • Listening to a steady beat and responding in movement.
Pitch	Range of sounds from highest to lowest.	What is tempo? When does the tempo change?	<ul style="list-style-type: none"> • Identifying and responding to changes in pitch, upwards and downwards.
Dynamic	How quietly or loudly a piece of music should be played.	What is the difference between loud and soft dynamics?	<ul style="list-style-type: none"> • Performing changes in pitch using whole body movement and voice.
Tempo	The speed of which a piece of music should be played.	How can you change pitch?	<ul style="list-style-type: none"> • Understanding the dynamics of a piece of music and how to copy this using my voice.
Melody	A series of notes that make a tune.	What do you like/dislike about the pieces of music you have heard?	<ul style="list-style-type: none"> • Knowing the difference between a fast and slow tempo
Instruments	A object played to produce a musical sound.	 	<ul style="list-style-type: none"> • Comparing different pieces of music, identifying similarities and differences
Pattern	An arrangement of repeated musical parts.		<ul style="list-style-type: none"> • Using instruments carefully and sensibly
Percussion	Musical instruments that are played by being struck.		

Sticky knowledge

Pitch is how high or low a sound is.

Dynamic is how soft or hard the sounds are.

Tempo relates to how quick or slow the music is.

I can create different sounds by experimenting with my voice and instruments.