

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
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.



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.

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



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

Year 2: Science - Our local environment

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer:
Habitat	A place where a particular animal or plants lives or grows naturally.	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p style="text-align: center;">Our scientist this term is Sir David Attenborough.</p> 	<input type="checkbox"/> Why is David Attenborough a significant person? <input type="checkbox"/> What is a habitat? <input type="checkbox"/> What are microhabitats? <input type="checkbox"/> What is the difference between living, dead and never alive? <input type="checkbox"/> What makes a habitat a suitable place to live? <input type="checkbox"/> What is a food chain? <input type="checkbox"/> Who eats what?
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.		
Microhabitat	Microhabitats are the small-scale physical requirements of a particular organism or a community of organisms.		
Alive	This means something can they move, respire, sense, grow, reproduce, excrete waste material and need nutrients.		
Dead	Something that was once living but is no longer alive.		
Food chain	A food chain shows how plants and animals depend on each other as their source of food.		
Predator	An animal that eats other animals.		
Prey	The animals that predators feed on.		
Producer	The base of the food chain which makes its own food ie plants.		
Consumer	Consumers are organisms that feed on plants or other animals for energy.		

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®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	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 – Pulse, rhythm and pitch

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.
Tempo	The speed at which a piece of music is played.
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

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

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 : Computing – computing systems and networks – IT around us

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"> 1. To understand what information technology is and what it can be used for 2. To find different examples in the school of technology we can use 3. To be able to use technology safely and understand our responsibility when using it 4. Experience using computers and understand their role and purpose 	<ul style="list-style-type: none"> • What is IT? • What examples of IT are in school? • Where can you find IT outside of school? • What is the purpose of IT? • What are the benefits of IT? • Why is it important to use IT safely? • What are you responsible for when using IT devices?
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: Geography - Where is Europe?

Subject Specific Vocabulary		Key skills	By the end of this unit, I will be able to answer:
Continent	Very large pieces of land on Earth that are surrounded by water.	<ul style="list-style-type: none"> To be able to name the 7 continents and 5 oceans To know where Europe is on a map and that it is made up of 44 countries To know what a key is on a map and what the symbols mean To know the different compass directions and how to use them to give directions To know what a border is on a map To know the difference in climate between North and South Europe To know some of the capital cities in Europe To be able to describe human and physical features of a place in Europe To use the information we have learnt to compare 2 different places in Europe 	<ul style="list-style-type: none"> <input type="checkbox"/> What are the 7 continents and 5 oceans of the world called? <input type="checkbox"/> Where is Europe on the map? <input type="checkbox"/> Can you name a few countries that are in Europe? <input type="checkbox"/> Can you name some capital cities that are in Europe? <input type="checkbox"/> What is a key and why is it important to have on a map? <input type="checkbox"/> What is a border on a map? <input type="checkbox"/> What is the climate like in North and South Europe? <input type="checkbox"/> Can you name different physical and human features of a place in Europe?
Country	A country is land that is controlled by a single government.		
Capital city	The main city in a country where the government is based.		
Ocean	Large bodies of salt water.		
Border	An invisible line that separates two areas, regions, or countries.		
Map	Models or drawings that can help you find where you are and where you are going.		
Key	A guide which explains what the symbols on the map mean.		
Compass directions	The compass is a tool which points out directions, such as North, South, East and West .		
Climate	The typical weather patterns of a place over a long period.		
Human features	The things that humans have built or created.		
Physical features	The things that are natural parts of the environment.		
Survey	A simple way to gather information and recording the answers.		



Map of Europe

Iceland

Norwegian Sea

Barents Sea

Norway

Sweden

Finland

Russia

Estonia

Latvia

Lithuania

North Sea

Denmark

Kaliningrad (Russia)

Belarus

Poland

Ukraine

Ireland

United Kingdom

Netherlands

Germany

Belgium

Czechia

Slovakia

Moldova

Atlantic Ocean

Luxembourg

Liechtenstein

Austria

Hungary

Romania

Black Sea

Switzerland

France

Slovenia

Croatia

Serbia

Bosnia and Herzegovina

Kosovo

Bulgaria

Monaco

Vatican City

Montenegro

Albania

North Macedonia

Black Sea

Caspian Sea

Portugal

Spain

Andorra

Italy


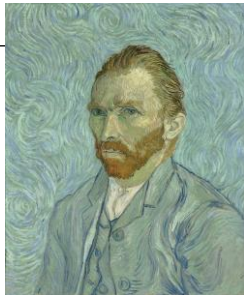
Greece

Cyprus

Mediterranean Sea

Malta

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?	<input type="checkbox"/> 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.	How can pressure and grip affect the lines that you draw?	<input type="checkbox"/> Holding drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.
Shape	The outline or appearance of an object.		
Shading	Using different tones (light and dark) to create the illusion of shape.	When might we use lighter or darker lines in our drawings?	<input type="checkbox"/> Demonstrating control with mark-making using graphite, soft pencil, and pens to produce drawings using different tones with care and focus.
Sketching	A rough drawing made by many small strokes.	Can you explain how you feel about a picture/drawing? Why?	
Mark-making	The creation of different patterns, lines and shapes.	Who is Vincent Van Gogh?	<input type="checkbox"/> Creating a range of tones, patterns and textures: shading, lines (hatching), cross-hatching, stippling.
Techniques	Different methods used when completing a task.	How is your artwork different/similar to Vincent Van Gogh's?	
Pattern	An arrangement of lines or shapes.		<input type="checkbox"/> 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.		
			<input type="checkbox"/> Creating a range of tones, patterns and textures: shading, lines (hatching), cross-hatching, stippling.
			<input type="checkbox"/> Learning about a famous artist and making comparisons/links between their work and our own