



# Year 2: Term 2. What was life like in Medieval Britain?

Subject Specific vocabulary	
<b>AD/BC</b>	AD – Anno Domini BC – Before Christ
<b>Past</b>	Something that has already happened.
<b>Present</b>	Something that is happening right now.
<b>Primary sources</b>	A first-hand account or an original object created by someone who was there or lived at the time of an event.
<b>Secondary sources</b>	Information/objects that are created by someone who did not directly experience the event, but who has studied and used other sources.
<b>Medieval period</b>	The Medieval period was between the years 410AD – 1485AD.
<b>Battle of Hastings</b>	A huge battle fought on October 14, 1066.
<b>Invade</b>	To enter another place or country without permission, usually to take over.
<b>Castle</b>	A large building usually having high walls with towers to protect against attack.
<b>Peasant</b>	A poor person who lived or worked on a farm.
<b>Knight</b>	A brave soldier who fought on horseback to protect a Lord or King's land.



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

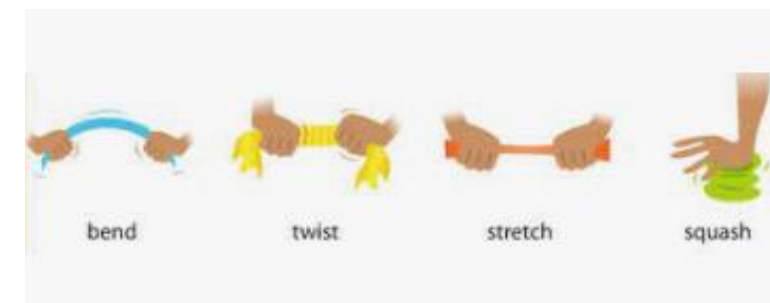
- How do we find out about the past?
- When was the Medieval period?
- Who won the Battle of Hastings?
- Why were castles built in this period?
- Who lived in a castle and how were they treated?
- What was life like for those who did not live in castles?
- What are the main differences between life in a castle and modern day life?

Key Skills
<ul style="list-style-type: none"> <li>• To know AD means Anno Domini – The year of our Lord and BC means Before Christ.</li> <li>• To know that the Medieval era was 410AD – 1485AD.</li> <li>• To know what primary and secondary sources are.</li> <li>• To explain why castles were built in this period and who built them.</li> <li>• To understand who lived in a castle and how they were treated.</li> </ul>



# 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:
Material	Something than object is or can be made from.	<ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Observe closely using simple equipment.</li> <li>Performing simple tests.</li> <li>Identify and classifying.</li> <li>Using their observations and ideas to suggest answers and questions.</li> <li>Gathering and recording data to help in answering questions.</li> </ul>	<input type="checkbox"/> Who is Alfred Nobel?
Properties	The characteristics of a material e.g. glass is transparent, transparency is a property.		<input type="checkbox"/> What does it mean to be flexible?
Malleable	Something can be bent or shaped easily without breaking, especially when its warm like paperclips or spoons.		<input type="checkbox"/> How can materials be changed by squashing, bending, twisting and stretching?
Squashing	Squashing is pushing things closely together.		<input type="checkbox"/> Which objects can squash, bend, twist and squeeze?
Twisting	To twist something you move one part clockwise and the other part anticlockwise.		<input type="checkbox"/> Which forces are involved in squashing, bending, twisting and stretching?
Bending	Bending is changing the shape and direction of something.		<input type="checkbox"/> How do you make a mouse fly? (How does the shape of materials affect their use?)
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.		

**Our scientist this term is Alfred Nobel.**



## 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.



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

# 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"> <li>• Learning what photography is and how to take a picture</li> <li>• Recognising technology that is used outside of school and what the purpose is</li> <li>• Understanding what techniques can help take an effective photo</li> <li>• To learn that not all pictures they see are real and can be altered for effect</li> </ul>	<ul style="list-style-type: none"> <li>• What is a photographer?</li> <li>• Which way is portrait and landscape?</li> <li>• What makes good photography composition?</li> <li>• How can lighting affect our photography?</li> <li>• Why might pictures be changed for a purpose?</li> </ul>
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

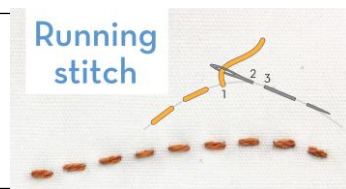


- In school all emails are sent and received via a single class email address
- At home, if the children use individual accounts, they'll need to keep their account details private and share their email address only with people they know and trust.
- Stress to the children that they should never open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



# Year 2: Design and Technology: Basic sewing

Subject Specific Vocabulary		By this term, I will be able to answer:	Key skills
<b>Design</b>	A plan or drawing produced to show the look and function of an object before it is made.	What are story quilts?	<input type="checkbox"/> To state what products are being designed and their purpose.
<b>Make</b>	To form something by putting parts together or to combine substances.	What is the purpose of my product?	<input type="checkbox"/> To learn what a running stitch is and why it is used.
<b>Evaluate</b>	To judge the quality of something e.g. how good or bad it is.	What is a running stitch?	<input type="checkbox"/> To be able to join two pieces of fabric together by using a running stitch.
<b>Sewing</b>	To make stitches in fabric using a needle and thread.		
<b>Story quilt</b>	A material quilt that has pictures sewn on to tell a story.	How do you join two pieces of fabric together?	<input type="checkbox"/> To be able to stuff the story quilt and decorate to add detail.
<b>Running stitch</b>	A running stitch is made by sewing a line of stitches that go in and out of the material.	How could I improve my product? Did it meet the design criteria?	<input type="checkbox"/> To be able to thread a needle with adult support.
<b>Fabric</b>	A material used to make clothes, blankets, curtains, etc.		<input type="checkbox"/> To evaluate products and ideas against design criteria.
<b>Product</b>	The object that has been made.		
<b>Purpose</b>	When a product has a role or has a job to complete.		



# 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/UCdBLsoIox9WvnG023No-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.

# Year 2: PE – Football 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



# 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?

