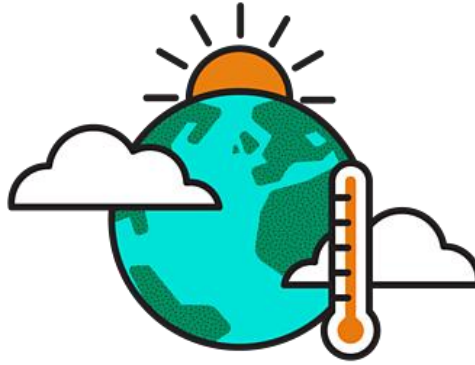


# Year 2: Term 3 Geography - What is climate and how is it changing?

## Subject Specific Vocabulary

<b>Climate</b>	The typical weather patterns of a place over a long period.
<b>Weather</b>	The day to day condition of what it is like outside.
<b>Continent</b>	Very large pieces of land on Earth that are surrounded by water.
<b>Country</b>	A country is land that is controlled by a single government.
<b>Equator</b>	An imaginary line around the middle of the Earth dividing it into 2 parts.
<b>Poles</b>	The North pole and South pole are the points at the very top and very bottom of the Earth.
<b>Temperature</b>	How hot or cold something is which is measured in degrees Celsius (°C) or Fahrenheit (°F).
<b>Physical features</b>	The things that are natural parts of the environment.
<b>Human features</b>	The things that humans have built or created.
<b>Environment</b>	Everything around us – air, water, plants, land etc.



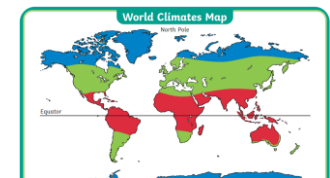
## By the end of this unit, I will be able to answer:

- What is the weather and climate like in different parts of Europe?
- How does the equator and the North and South poles affect climate?
- How are physical features being impacted by climate?
- How are human features being impacted by climate?
- How is climate change affecting the way people live?




## Key Skills

- To be able to recall the 7 continents and 5 oceans
- To be able to recall key countries and cities in Europe
- To know how climates change over Europe
- To know how to map out directions and identify features on maps
- To be able to locate the Equator and the North and South poles on a map or a globe and explain how they link to temperature
- To know how climate is changing over time and the effects it is having on Earth
- To be able to identify and compare different human and physical features of European countries
- To be able to use virtual fieldwork to identify different features
- To be able to explain what the key differences and similarities are in relation to land use, weather buildings and the impact this has on people and their environments.

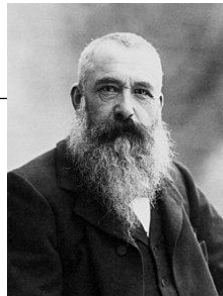
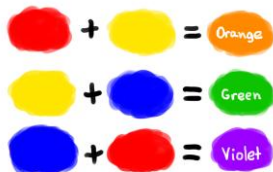


# Year 2: Term 3 Science - Plants: Young Gardeners


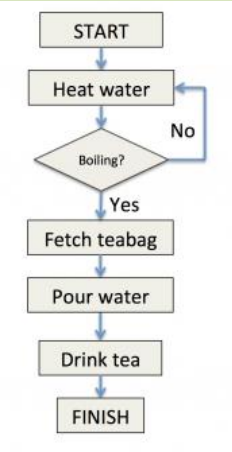
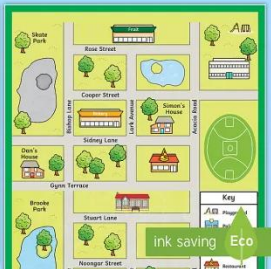
Subject Specific Vocabulary		Working Scientifically	By the end of this unit I will be able to answer the following questions:
<b>plants</b>	Living organisms of the kind exemplified by tree, shrubs, herbs, grasses, ferns and mosses typically growing permanent in size.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Asking simple questions and recognising that they can be answered in different ways.</li> <li><input type="checkbox"/> Observing closely, using simple equipment.</li> <li><input type="checkbox"/> Performing simple tests.</li> <li><input type="checkbox"/> Identifying and classifying.</li> <li><input type="checkbox"/> Using their observations and ideas to suggest answers to questions.</li> <li><input type="checkbox"/> Gathering and recording data to help in answering questions.</li> </ul>	<input type="checkbox"/> What is growing in our school grounds?
<b>corms</b>	Not made of scales, do not have fleshy leaves and the bud is on top of the corm. Examples are gladiolus and crocus.		<input type="checkbox"/> What do seeds need for germination?
<b>roots</b>	The part of the plant that attaches it to the ground or to a support, they are usually underground and transport water and nourishment to the rest of the plant.		<input type="checkbox"/> What do plants need to grow?
<b>stem</b>	The main body or stalk of a plant or shrub that typically rises above the ground.		<input type="checkbox"/> What happens if plants don't have the right conditions?
<b>Germinate</b>	This is when a seed begins to grow, using its stored food and puts out roots and shoots		
<b>Properties</b>	A special quality or characteristic of something that makes it different from another.	<div data-bbox="751 789 1207 896" data-label="Text" style="background-color: #4CAF50; color: white; padding: 10px; border-radius: 5px; margin-bottom: 10px;"> <p>Our scientist this term is Ynes Mexia.</p> </div> 	<input type="checkbox"/> What is a bulb?
<b>tuber</b>	Thickened underground stems, they don't have layers – like potatoes		<input type="checkbox"/> What is the life cycle of a plant?
<b>bulb</b>	A rounded underground storage organ present in some plants from which a plant can grow.		

# Year 2: Term 3 Art: Painting

Subject Specific Vocabulary		By the end of this unit, I will be able to answer:	Key skills
Primary colour	Basic colours that can be mixed together to produce other colours. They are red, yellow and blue.	<input type="checkbox"/> Who is Claude Monet?	<input type="checkbox"/> To be able to express an opinion on a piece of art and make comparisons between our own work and famous artists.
Secondary colour	A secondary colour is a colour made by mixing of two primary colours.	<input type="checkbox"/> How can we create different colours?	
Tone	Describes the quality of a colour – how light or dark it is.	<input type="checkbox"/> How do artists make colours lighter or darker?	
Tint	When an artist adds white to a colour to make it lighter.	<input type="checkbox"/> What brushes and tools can we use to change our painting?	<input type="checkbox"/> To be able to make tints and shades by adding white and black.
Shade	When an artist adds black to a colour to darken it.		
Brushstroke	The mark made by a paintbrush.	<input type="checkbox"/> How is my artwork similar/different to Monet's artwork?	<input type="checkbox"/> To experiment with different brushstrokes by using different tools and brushes.
Opinion	What you think or feel about something.		



# Year 2: Term 3 Computing – Robot algorithms

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"> <li>• Learning how to use a beebot</li> <li>• Following instructions correctly</li> <li>• Creating our own algorithms</li> <li>• Being able to use a beebot to follow a route</li> </ul>	<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?
		<b>E-safety</b>	<input type="checkbox"/> Why do we test a route?
		<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>	<input type="checkbox"/> How do we use a beebot correctly and safely?
			

# Year 2 : Term 3 RE – 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



# Year 2: Term 3 PE – Yoga

## 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/UCdBLsoIox9WvnGO23No-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 will be able to answer:

- 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.



# Year 2: Term 3 PE – Sending and Receiving

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



# Year 2 : Term 3 PSHE – Keeping safe

## 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?



# Year 2: Term 3 Music – Inventing a musical story

## 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.

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

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

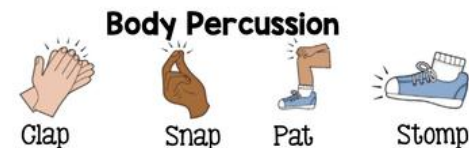
We can create sounds using percussion instruments or our bodies to accompany a piece of music.

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.



Clap

Snap

Pat

Stomp