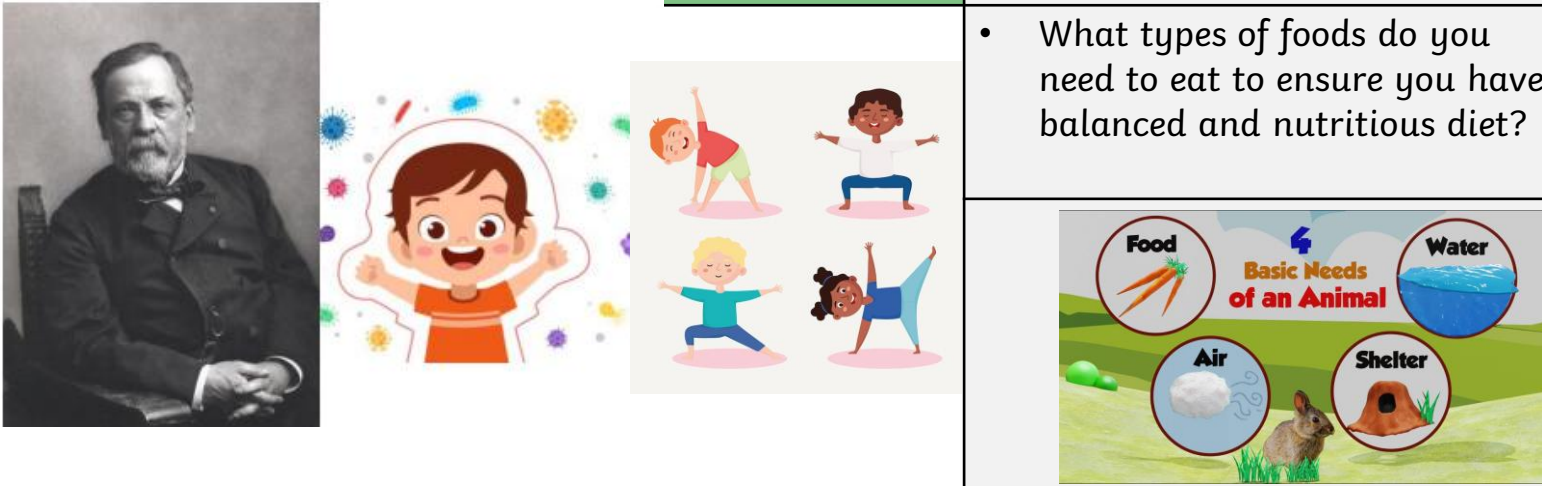

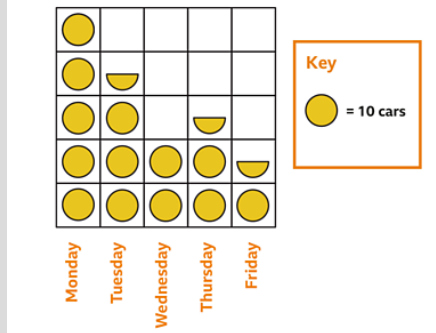




Year 2: Science – Healthy me – Term 4

Subject Specific Vocabulary		Working Scientifically	By the end of this unit I will be able to answer the following questions:
Healthy	Keeping healthy means doing things that are good for your body – things like eating nutritious foods, exercising, brushing your teeth and getting enough sleep.	<input type="checkbox"/> Asking simple questions and recognising that they can be answered in different ways. <input type="checkbox"/> Observing closely, using simple equipment. <input type="checkbox"/> Performing simple tests. <input type="checkbox"/> Identifying and classifying. <input type="checkbox"/> Using their observations and ideas to suggest answers to questions. <input type="checkbox"/> Gathering and recording data to help in answering questions.	<ul style="list-style-type: none"> • Who was Louis Pasteur? • How do animals and humans grow and what do they need to survive? • Why do we need to exercise? • What is good hygiene?
Germs	Tiny, invisible living things that can make us feel ill.		
Hygiene	Taking care of our body by being clean and keeping us healthy.		
Exercise	Means to keep your body healthy by running, walking and playing. You will need to feel out of breath if you have exercised properly.		
Nutrition	Nutrition is the process by which the body nourishes itself by transforming food into energy and body tissues.		
Diet	Eating a balanced diet means choosing foods in the right amounts from each of the food groups.		<ul style="list-style-type: none"> • What types of foods do you need to eat to ensure you have a balanced and nutritious diet?
Basic needs	Things that we need to survive such as shelter, food and water.		
Survive	Survive usually means to succeed in keeping alive.		
Offspring	The children of a person or the young of an animal.		
Survive	Survive usually means to succeed in keeping alive.		

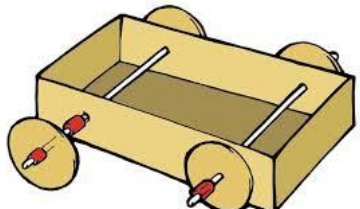

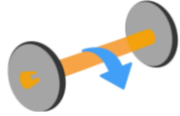
Year 2: Computing – Pictograms – Term 4

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?
			How can you present your findings clearly and accurately?
		<h3>E-Safety</h3> <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>	

Year 2: How did the Romans impact Europe?

Subject Specific Vocabulary			Key Skills
centurion	A commander of a group of 100 Roman soldiers.		
emperor	The Roman leader of the Roman Empire during the imperial period.		
aqueduct	A large system, like a bridge, for carrying water from one place to another is called an aqueduct.		
gladiator	A gladiator was an armed fighter who entertained audiences in the Roman Republic.		
Londinium	This was the Roman name for London.	<p>By the end of this unit I will be able to answer:</p> <input type="checkbox"/> How long was the Roman Empire?	
conquer	To overcome and take control of people or land using military force.	<input type="checkbox"/> Who was Julius Caesar?	
invade	Enter a place or land with the intention of occupying it.	<input type="checkbox"/> Where are Romans from?	Important Places
Romanisation	When the countries that the Romans conquered became very much like Rome.	<input type="checkbox"/> Why did the Romans invade Britain?	<p>Colosseum An oval amphitheatre in the centre of Rome which held up to 50,000 people.</p>
senate	Similar to the Roman version of our parliament.	<input type="checkbox"/> How did the native tribes react?	<p>Hadrian's Wall A long wall built by the Romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attractions.</p>
Roman baths	A number of rooms designed for bathing, relaxing, and socialising, as used in ancient Rome.	<input type="checkbox"/> What did Romans change Britain?	

Year 2: DT – Wheels and Axles - Term 4

Subject Specific Vocabulary		By the end of this unit, I will be able to answer:	Key skills
Axle	A rod that passes through the centre of wheels to help them spin/rotate.	<input type="checkbox"/> How do wheels and axles help objects move?	<input type="checkbox"/> To understand rotation and how wheels move
Wheel	A round, flat object that spins around a point.	<input type="checkbox"/> What features need to be included to create a fast-moving chariot?	
Fixed axle	A rod that is secured to the chassis (body) of a vehicle.	<input type="checkbox"/> How can I create a strong chariot that moves smoothly? <input type="checkbox"/> How well does my chariot work? Does it meet the design criteria?	<input type="checkbox"/> To know the difference between fixed and free moving axles
Free axle	A rod that is not attached to the chassis (body) of a vehicle. It is allowed to rotate freely.		<input type="checkbox"/> To experiment with existing products to identify wheels and axles and how they work
Chassis	The main base or frame of a vehicle.		<input type="checkbox"/> To design a chariot labelled with the correct vocabulary
Rotate	To turn an object around a fixed point.		<input type="checkbox"/> To create a chariot based on the design and design criteria
Chariot	A fast, light two-wheeled cart.		<input type="checkbox"/> To be able to evaluate a product against the design criteria and existing products
Evaluate	To look closely at a product and decide what went well and what could be improved.		

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.

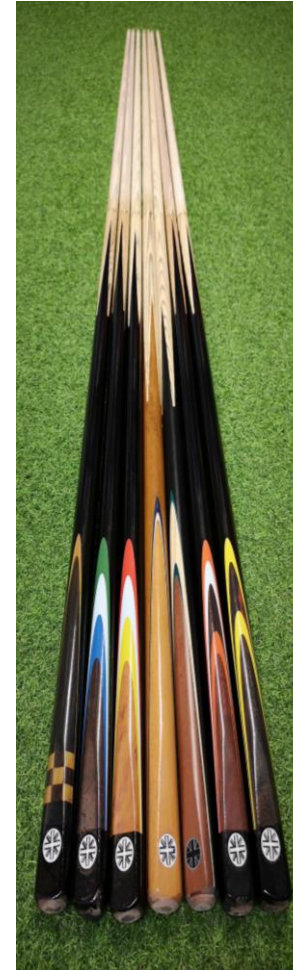
Famous People

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 will be able to answer:

- How did you know what skills to use? Did you change your tactic depending on the type of game/activity?
- How did you throw or roll a ball to a target successfully?
- Was it easy or difficult to work co-operatively with a partner or small group? Why?
- What are the principles of a target game?
- What does a 'good technique' look like? How would you describe it to others?



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 will be able to answer:

- What did you do to ensure you followed instructions carefully?
- How do you know you were successful when solving a challenge?
- How did you share your ideas with your team mates?
- How did you show honesty when playing a game?
- Were you able to use, follow and create a simple diagram or map?



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:

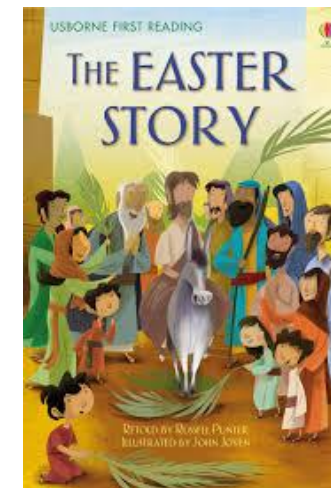
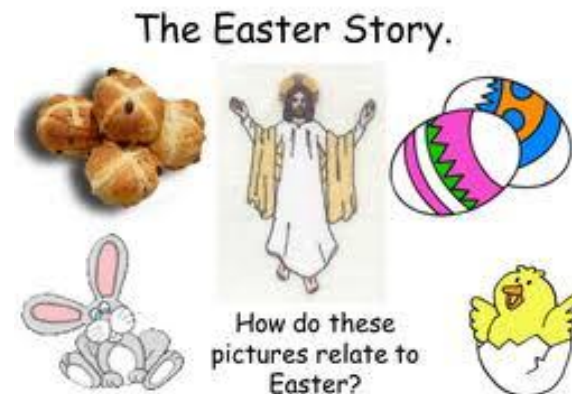
What is special about Spring?

What happened in the Easter story?

What is salvation?

What do Christians believe happened next?

What is so special about Easter eggs?



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?

Year 2: Music – Recognising different sounds - Term 4

Subject Specific Vocabulary	
Beat	Basic rhythmic unit in a piece of music.
Pitch	Range of sounds from highest to lowest.
Dynamic	How quietly or loudly a piece of music should be played.
Tempo	The speed of which a piece of music should be played.
Melody	A series of notes that make a tune.
Instruments	A object played to produce a musical sound.
Pattern	An arrangement of repeated musical parts.
Percussion	Musical instruments that are played by being struck.

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



What does a steady beat sound like?

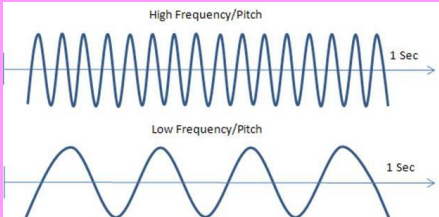
What is tempo? When does the tempo change?

What is the difference between loud and soft dynamics?

How can you change pitch?

What do you like/dislike about the pieces of music you have heard?



Key Skills (Lesson Learning)

- Listening to a steady beat and responding in movement.
- Identifying and responding to changes in pitch, upwards and downwards.
- Performing changes in pitch using whole body movement and voice.
- Understanding the dynamics of a piece of music and how to copy this using my voice.
- Knowing the difference between a fast and slow tempo
- Comparing different pieces of music, identifying similarities and differences
- Using instruments carefully and sensibly