

Year 2 : Term 5 - RE – How special is the agreement Jews have with God?

Subject Specific Vocabulary

Covenant	An agreement which forms the basis of a relationship
Promise	a declaration or assurance that one will do something or that a particular thing will happen
Abraham	Abraham is seen as the “father of the faith” and is honored for his obedience
Commitments	Being dedicated to a cause
Mezuzah	a parchment inscribed with religious texts and attached in a case to the doorpost of a Jewish house as a sign of faith.
Moses	a biblical hero whose greatness lies not in self-assertion but in obedience to God

Key Skills.

I can explain why agreements are important and why they should be kept.

I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.

I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.

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

What is an agreement?

Where does the covenant begin?

What is a mezuzah?

How special is the relationship Jews have with God?

Why is a promise so special?



Year 2: Term 5 - PE – Striking and Fielding

Subject Specific Vocabulary – Key words

throw	send	place
score	strike	catch
runs	The unit of scoring.	
track	When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.	
batter	A player on the batting team.	
bowler	The player who starts the game by bowling to the batter.	
fielder	A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.	
Wicket keeper	Stands behind the batter. Is part of the fielding team.	

Key Skills - Objectives

- To track a rolling ball and collect it.
- To develop accuracy in underarm throwing and catching to field a ball.
- To develop accuracy with overarm throwing to limit a batter's score.
- To develop hitting for distance to score more points.
- To develop decision making to get a batter out.
- To develop decision making when under pressure.

Famous People

Chris Woakes
Sophie Ecclestone



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

- What key words can help you improve your performance?
- How can you show underarm and overarm throwing skills?
- What helps you hit a ball with consistency when using equipment?
- How do you track and collect a ball successfully?
- What tactics can you use when playing a game?
- How do you score points and keep track of the score during a game?
- What are the rules of the game and how do you use them to play fairly in a small group?



Year 2: Term 5 - PE – Gymnastics

Subject Specific Vocabulary – Key words		
travel	balance	jump
direction	roll	link
shapes	E.g. tuck, pike, straddle, dish, arch, star.	
action	The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.	
level	High, medium and low.	
sequence	A number of actions linked together.	
body tension	Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.	

Key Skills - Objectives
To perform gymnastic shapes and link them together.
To use shapes to create balances.
To link travelling actions and balances using apparatus.
To demonstrate different shapes, take off and landing when performing jumps.
To develop rolling and sequence building.
To create a sequence using apparatus.



Famous People

Simone Biles

Donnell Whittenburg

Ways to improve a sequence

Starting and finishing position: Include a starting and finishing position.

Level: Use a variety of levels. Can you explore that balance, shape, jump on a different level?

Action: Include a variety of actions such as a jump, balance, travel, shape.

Balance: Hold your balances with good extension and clear shapes for 3 – 5 seconds.

Body tension: Squeeze your muscles to create and hold strong clear shapes.

Direction: Vary the direction used within a sequence e.g. forwards, backwards, sideways.

Speed: Vary the speed used within a sequence e.g. fast and slow.

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

How can you use different directions and levels to make your work more interesting?

How do you use shapes when performing other skills?

How can you perform basic gymnastic actions with control and balance?

How do you plan and repeat a simple sequence of actions?

What makes you feel proud of your work?

What can you do to make sure you work safely with others and when using apparatus?

How can you use key words to give helpful feedback to others?

Year 2 Term 5: Geography: How does wealth impact architecture?

Subject Specific Vocabulary	
Wealth	The amount of money and possessions someone has.
Architecture	The science and art of designing buildings.
Building	A structure with a roof and walls, like a house or factory.
Capital city	The main city of a country where the government is based.
Human features	The things that humans have built or created.
Physical features	The things that are natural parts of the environment.
Weather	The day to day condition of what it is like outside.
Map	A drawing or model of an area.
Key	A small box on a map that explains symbols.
Fieldwork	Going outside to collect information about the local area.



By the end of this unit, I will be able to answer:
<input type="checkbox"/> Where are different types of buildings found in Europe?
<input type="checkbox"/> How does wealth change buildings?
<input type="checkbox"/> How do weather and land affect buildings?
<input type="checkbox"/> Does wealth affect buildings in our local area?

Key Skills
<ul style="list-style-type: none"> To be able to identify the 7 continents and 5 oceans To recap the 4 countries and their capital cities To know how to use a map and what key symbols represent To know the 4 compass directions and how to use them to locate different features To be able to identify and name key human and physical features on a map To identify key weather patterns in different areas of Europe To use simple maps and aerial photos to support fieldwork To compare areas within Europe in relation to their weather, buildings and wealth

Year 2: Term 5 - Creating media – digital music

Subject Specific Vocabulary		Key skills	By the end of this unit, I will be able to answer:
Music	A sequence of notes.	<ul style="list-style-type: none"> To say how music makes us feel Identify the patterns in music Experiment with sound using a computer Use a computer to create musical patterns Create music for a purpose Learning to review and refine our computer work 	What is music?
Rhythm	A strong, regular repeated pattern of movement or sound.		How does the music make you feel?
Pattern	A repeated or recurring sequence of notes.		How do you create a rhythm pattern?
Emotions	Reactions that human beings experience in response to events or situations.		How can music express emotion?
Digital music	A pattern of sounds made by musical instruments, voices, or computers.		How did you create a rhythm for your chosen animal?
Sequence	A sequence is where a passage of music is repeated at a higher or lower level of pitch.		What improvements did you make to your work?
Notes	Symbols that represent specific pitches (sounds).		What effect did the improvements have on the overall piece?
Melody	The sequence of a mixture of high and low pitch sounds played one after the other.		



Year 2: Term 5 - PSHE – Being my best

Subject Specific Vocabulary

Relationship	The way in which two or more people or groups behave towards each other.
Feelings	An emotional state or reaction.
Self esteem	The confidence in one's own worth or ability.
Resilience	The ability to recover quickly from difficulties and to try again.
Healthy	In good physical and mental health.
Hygiene	The way we care for our bodies.
Viruses	A type of germ that can make us feel poorly.
Body parts	The different sections of the human body.
Responsibility	Being dependable and making good choices.
Confidence	The belief of being capable and trusting yourself.
First aid	The first assistance given to someone who is injured.

Key Skills

Learning how to be confident in ourselves and our ability, even if this looks different in others around us.

Knowing what it means to be resilient and how we can use this quality.

Thinking about what a growth mindset and how this will support out learning and resilience.

Understand what being healthy means and ways to stay healthy.

Learning what good hygiene is and the things we can do to have good hygiene.

Taking responsibility for my own decisions/actions and learning the consequences of these.

Learning the importance of first aid and how it can help others who are injured.

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

Why is self esteem and confidence important?

What does resilient mean and what does it look like?

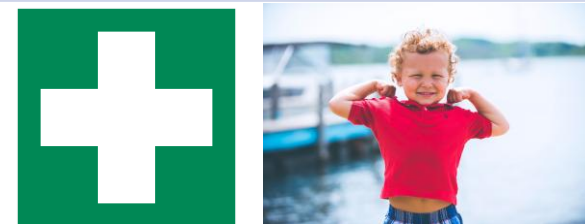
What is a growth mindset and how can it help with our learning?

Why is it important to be healthy?




How can you be hygienic?

When might you be responsible?

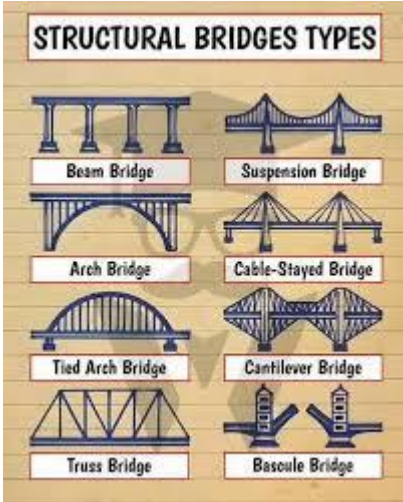
What is first aid and why is it important we learn about it?



Year 2: Science - Materials Monster

Subject Specific Vocabulary		Working Scientifically	By the end of this term. I will be able to answer:
material	Something than object is or can be made from.	<ul style="list-style-type: none"> To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. <p>Our famous scientist for this unit is:</p> <p>Gretchen Kalonji</p> 	Who is Gretchen Kalonji?
properties	The characteristics of a material e.g. glass is transparent, transparency is a property.		What is a suitable material?
metal	When heated, metals can be shaped into anything from a tiny paperclip to a huge aircraft.		Why are different objects made from different materials?
plastic	Plastics are made from natural materials such as wood, coal and oil.		What sort of materials are used outside and why?
fabric	A cloth made by weaving or knitting textiles fibres.		How can we compare the suitability of a material?
wood	Wood is a material that comes from trees and is used to make furniture, floors and many other things.		
glass	Hard breakable material typically transparent or translucent. Used for windows, drinking containers and other objects.		
squashing	Squashing is pushing things closely together.		
bending	Bending is changing the shape and direction of something.		
twisting	To twist something you move one part clockwise and the other part anticlockwise.		
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.		

Year 2: Term 5 - DT

Subject Specific Vocabulary		By the end of this unit, I will be able to answer:	Key skills
Truss	a type of bridge made from a framework of connected triangles	<input type="checkbox"/> What are different types of bridge?	<input type="checkbox"/> Learn how to create different shapes for strength
Suspension	a type of bridge where the roadway (deck) hangs from thick cables	<input type="checkbox"/> What strengths a suspension bridge? <input type="checkbox"/> What strengths an arch bridge?	<input type="checkbox"/> Learn how join accurately
Beam	the simplest and oldest type of bridge, often described as a flat, rigid plank	<input type="checkbox"/> What strengths a truss bridge?	<input type="checkbox"/> Work as a team to build a successful bridge
Sturdy	something physically strong, durable, and unlikely to break	<input type="checkbox"/> How can you design a bridge?	
Strengthen	to make or become more powerful, resilient, or effective,	<input type="checkbox"/> How can you build a bridge?	
Triangles	a 3-sided polygon with three interior angles that always sum to (180°)	<input type="checkbox"/> How successful was your bridge ?	
Arch	a curved structural form spanning an opening		<input type="checkbox"/> To explain the strengths and challenges of your work
Join	to connect, fasten, or bring items together, as well as to become a member of a group or accompany someone.		<input type="checkbox"/> To make comparisons between my own and other architects work
Reinforcement	adding extra support to a building or model to make it stronger, stiffer, and more stable.		

Year 2: Term 5- Music – Exploring Improvisation

Subject Specific Vocabulary

Beat	Basic rhythmic unit in a piece of music.
Pitch	Range of sounds from highest to lowest.
Rhythm	A pattern of long and short sounds and silences in a piece of music.
Tempo	The speed of which a piece of music should be played.
Notes	The symbols used in written music.
Improvisation	Making up music on the spot without planning.
Respond	To react to sounds or music through listening, moving, singing or playing.
Compose	Create or make up your own piece of music.
Posture	The way someone holds their body when singing or playing an instrument.

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

How can you keep a steady beat?

How many notes did you improvise with when playing?

What notes did you use to compose with?

How was your posture? How could it be improved?

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



Key Skills

- Listening to a steady beat and responding in movement
- Keeping a steady beat whilst improvising
- Improvising by using different notes such as G, A, B, C and D
- Responding to questions by using key music vocabulary and explaining your thoughts and feelings
- To know what notes were used to compose a piece of music
- To make sure you have a good posture when singing
- Using instruments carefully and sensibly