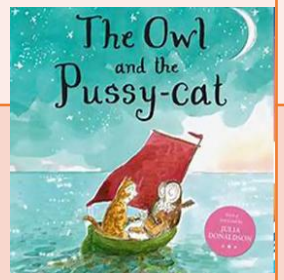
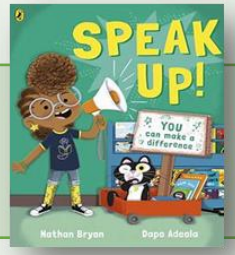
Punctuation and Grammar 	The children will learn to identify and use: · Common nouns ending with s/es · One or more adjectives to describe the noun. · Commas (accurately) to separate adjectives when there is more than one
Reading	The children will learn to: · Explore the images in this text. · Appreciate the authors use of descriptive language. · Recognise the emphasis the author places on the problem in this story in relation to the resolution.
Writing	The children will learn to: · Plan what they are going to write by mind mapping ideas for each noun. · Include persuasive language to affect the reader. · Write a sequence of sentences that form an advert · Evaluate what they have written with an adult and improve.
Oracy	Record their voices over an image of their setting. · Adapt their voices to speak in different situations: for a recording · Speak slowly and clearly

Punctuation and Grammar 	The children will learn to identify and use: · Statements that express their views, opinions and recommendations · Coordinating conjunctions to join sentences and facilitate reasoning · Correct subject/verb agreement (and maintain this)
Reading	The children will learn to: · Enjoy the whimsical nature of the poem. · Participate in discussion about the unfamiliar and unusual language in the poem. · Demonstrate an understanding of the poem through their comments and answers to questions. · Discuss their favourite words and phrases
Writing	Within a review of a poem, the children will learn to: · Structure a plan to include a summary and evaluation of what they have heard. · Write for the purpose of expressing their personal view. · Read their poem aloud with intonation to ensure the meaning of what they have written is clear.
Oracy	The children will learn to: · Recite a well-known poem showing an awareness of their audience · Adapt how to speak in terms of volume when they are performing to music

Key Words	
Noun	A naming word used to name a person, place or thing.
Verb	An action word; they describe what someone is doing e.g. *Jessica shouted.*
Subject	Who or what is doing the action in a sentence.
Object	The person or thing being affected by the action.
Author	
Coordinating conjunction	A joining word used to join two ideas of equal value, in a sentence.
Rhyme	When words end in the same sound, e.g. room, doom, and noise, toys

Punctuation and Grammar	The children will learn to identify and use: · A range of auxiliary verbs to enhance the meaning of the main verb
Reading 	The children will learn to: · Make links between this text and other texts they have read on this subject. · Show understanding of the text by drawing on what they already know. · Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. · Notice the rhyme and rhythm of the text. · Focus particularly on a key part of the text.
Writing	The children will learn to: · Utilise a range of new topic related vocabulary. · Use images from the text to assist writing. · Sequence explanation logically.
Oracy	Through a hot seat activity, children will: · Use new vocabulary confidently and knowledgeably when talking to others · Pose or answer questions based on what they have read

Punctuation and Grammar 	The children will learn to identify and use: · Statements to describe a person · Coordinating conjunctions to join clauses together · Contraction apostrophes
Reading	The children will learn to: · Discuss the content of this text. · Express their views on the subject matter. · Understand the key message from the author which identifies the importance of speaking up for what is right.
Writing	The children will learn to: · Use information from prior learning to group and assemble information. · Write a series of statements to describe the actions of a person. · Evaluate their writing with an adult to check for accuracy and sense.
Oracy	Through speaking about a topic they feel strongly about, children will learn to: · Prepare material to confidently share with an audience · Speak with appropriate volume and pace · Ask questions about topics others speak up about

Key Words	
Auxiliary verb	Auxiliary verbs support the main verb in a sentence.
Rhythm	The pattern of sounds and pauses when speaking.
Sequence	The order of events or parts.
Statement	Statements are sentences that provide information.
Question	Questions are sentences that ask for information and end in a question mark.
Exclamation	Sentences which express strong feelings or emotions and end with an exclamation mark.
Pace	The speed of speech.
Volume	How quiet or loud speech is.

Year 2 Mathematics: Multiplication and Division (1 & 2)– Approximately 4 weeks of learning time.

Terminology	Definition
equal groups	Two groups are called equal groups if they have the same number of objects.
lots of	When we say lots, we are talking about groups e.g. If we say 2 lots of 2, it means that there are 2 groups of two.
arrays	Items (such as objects, numbers, etc.) arranged in rows and/or columns.
repeated addition	Repeated addition is adding groups of numbers together multiple times. It is a type of multiplication that is used before learning to multiply.
multiplication	In math, to multiply means to add equal groups. When we multiply, the number of things in the group increases.
division	The process of breaking a number up into equal parts, and finding out how many equal parts can be made.
times tables	A times table is a list of multiples of a number.

4 rows of 10 = 40
10 columns of 4 = 40

Prior learning	Prior to embarking on this unit, children should be able to count both forwards and backwards from any given number and count in 2s and 10s with increasing accuracy. Additionally, they should know how to count on a number line and use the part-whole and bar models.
Key Threshold Concepts	The main context for maths this term is revising, consolidating and building on what pupils have learned in Year 1. Pupils will continue to develop mathematical concepts in a practical, concrete and pictorial way but will be gradually introduced to written methods and complex concepts in multiplication and division. This will allow pupils to make links in grouping/sharing. Pupils should be taught to: • To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. • To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. • To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • To solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication facts, including problems in contexts. • To solve problems involving division, using materials, arrays, repeated addition, mental methods, and division facts, including problems in contexts.

The 2 Times Table

6 lots of 2 = 12

2 4 6 8 10 12 14 16 18 20 22 24

The 5 Times Table

9 lots of 5 = 45

5 10 15 20 25 30 35 40 45 50 55 60

The 10 Times Table

7 lots of 10p = 70p

10 20 30 40 50 60 70 80 90 100 110 120

2 x 5 = 10
5 x 2 = 10
10 cookies

Year 2 Mathematics: Measurement: Fractions - Approximately 2 weeks of learning time.

Terminology	Definition
fraction	a part of a whole
quarter ¼	one of 4 equal parts
half ½	one of 2 equal parts
third 1/3	one of 3 equal parts
numerator	We call the top number of a fraction the numerator, it is the number of parts we have.
denominator	We call the bottom number of a fraction the denominator, it is the number of parts the whole is divided into.

Prior learning

This unit introduces fractions for the first time. It builds on children's knowledge of equal parts, which they have come across in previous units about multiplication and division.

Before they start this unit, it is expected that children:

- know how to split an amount into equal parts by sharing or grouping
- understand that the same whole can have a different number of equal parts
- know what ÷ means.

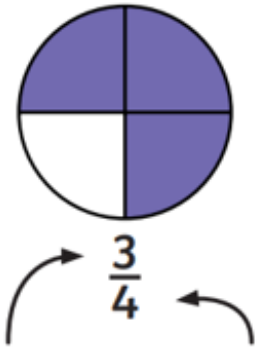
Key Threshold Concepts

This unit builds on children's knowledge of sharing and grouping in division, asking children to divide a whole into equal parts and learn that the equal parts have given names. Children also learn to halve shapes by folding them or cutting them in two. Children can find a fraction of an amount using the previous strategy of sharing objects into equal groups but can now name these parts, such as by saying that ½ of 6 is 3.

Pupils should be taught to:

- To recognise, find and name a half as one of two equal parts of an object, shape or quantity (Year 1)
- To recognise, find, name and write fractions 1/3, ¼, 2/4, 3/4 quarters of a length, shape, set of objects or quantity.
- To write simple fractions for example, 1/2 of 6 = 3.
- To recognise the equivalence of 2/4 and ½.
- Non-statutory: To count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line (for example, 1 1/4 , 1 2/4 (or 1 1/2), 1 3/4 , 2).

Numerator and Denominator

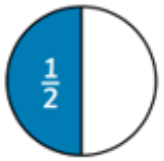


Numerator
How many equal parts of the whole are needed?

Denominator
How many equal parts are in the whole?

Half

A whole split into two equal parts.



½ of 8 = 4

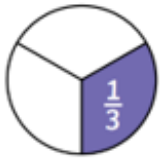
Quarter

A whole split into four equal parts.

¼ of 12 = 3

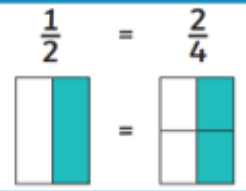
Third

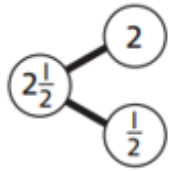
A whole split into three equal parts.



⅓ of 6 = 2

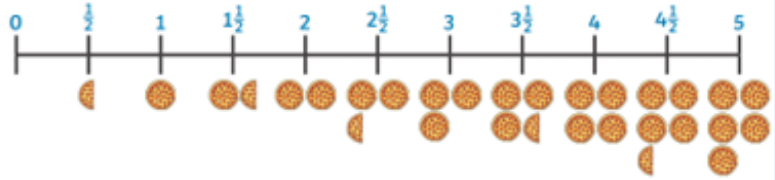
Equivalent Fractions



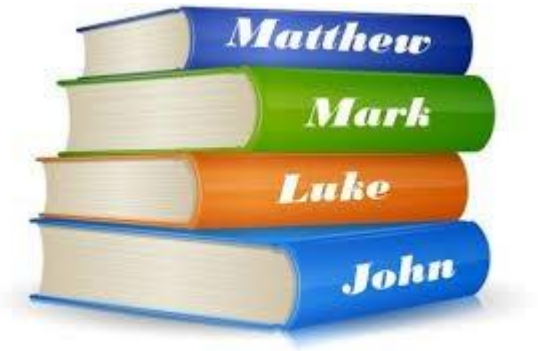


Counting in Fractions

Halves



Big Questions
Why do we need books?



Standard Indicators
Describe some religious beliefs
Describe some religious symbols and the steps involved in religious actions
Retell and understand the significance of the story of the Baptism of Jesus.
Use religious words and phrases
To ask and respond to questions about things that matter to me.

Terminology	Definition
Books	Printed sheets bound together.
Scripture	A passage from the Bible or Holy text.
Lectern	The desk from which the priest reads during Mass.
Old Testament	Section of the Bible before the birth of Jesus.
New Testament	Section in the Bible about Jesus' birth and life.
Gospel	The teachings of Jesus.
Genre	Different types of books.
Thurible	The metal censer suspended in chains which is used for burning incense in Mass.
Missal	A book containing all thar is said or sung during Mass, throughout the year.
Church	Place of worship.
Parish family	People who belong to the church community.

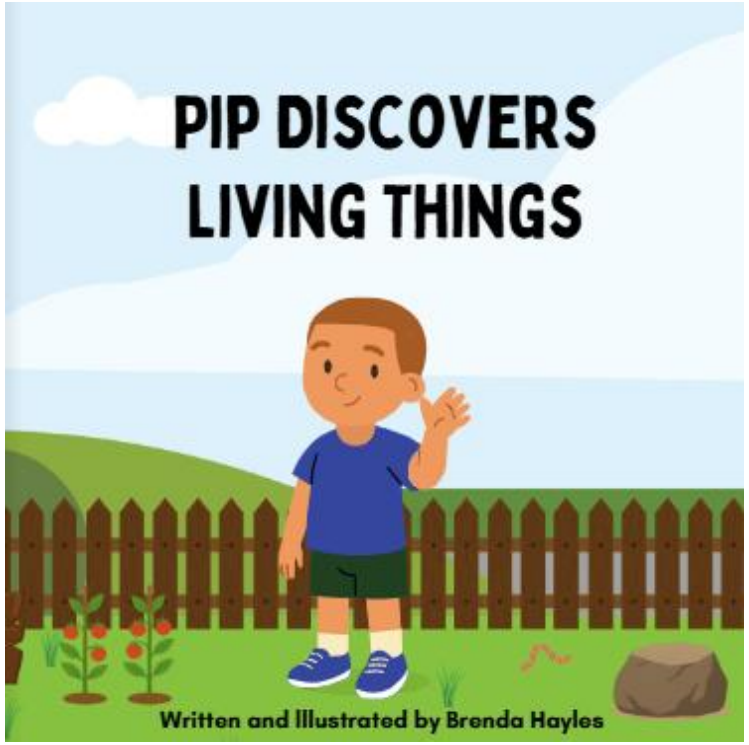
Year 2 RE – Eucharist – Thanksgiving - Approximately 4 weeks of learning time

Big Questions
Why should we be grateful people?

Standard Indicators
Say what I wonder about and ask wondering questions
Recognise and describe signs and symbols used in the Eucharist to give thanks.
Recognise and retell the story of the Last Supper.
Use religious words and phrases
Describe the actions of believers

Terminology	Definition
Thank you	A polite phrase used to recognise how you feel when you receive something.
Thanksgiving	An expression of gratitude(being thankful) to God.
Thoughtful	Showing consideration for the needs of others.
Eucharist	The Catholic sacrament remembering the Last Supper in which bread and wine is turned into Jesus' body and blood and is shared.
Eucharistic prayer	A prayer said during the Mass.
Liturgy	A formal form of worship.

Science – Living and Non-Living Things



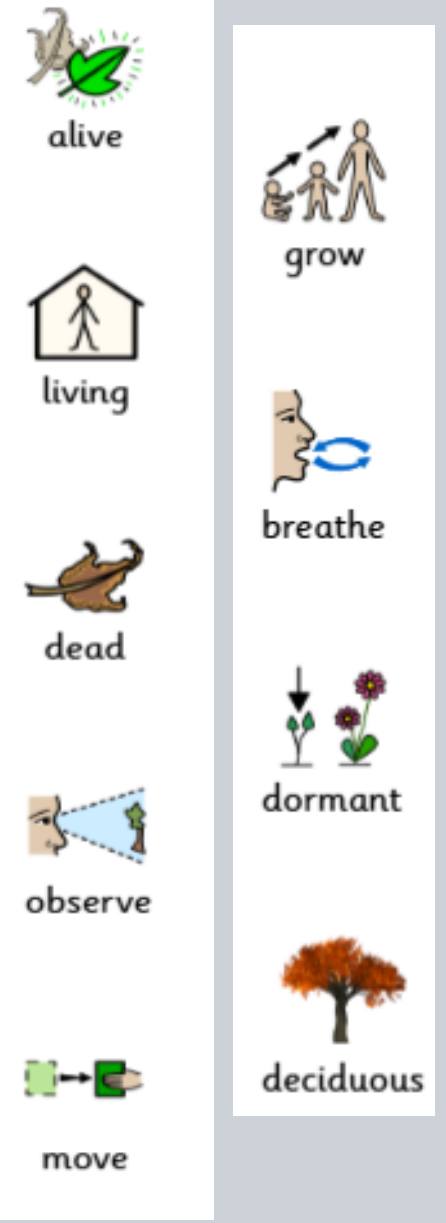
What I will learn:

1. What is alive?
2. What is dead?
3. Was it ever alive?
4. What do living things need?
5. What are a variety of objects?
6. Where can we find living things?

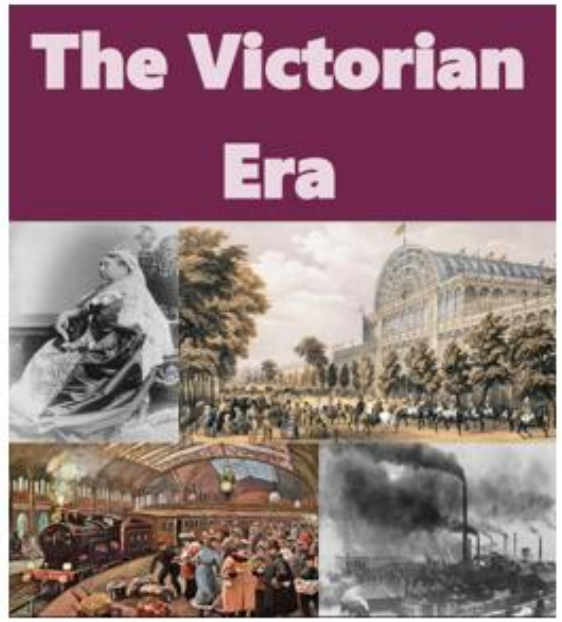
Scientific enquiry:

Lesson 1: Observing closely using simple equipment; identifying and classifying living and non-living things.
Lesson 2: Using evidence to decide if something is dead or alive; simple explanations.
Lesson 3: Sorting objects into living, dead, and never alive; using secondary sources.
Lesson 4: Making observations; recording what living things need; comparing needs of animals and plants.
Lesson 5: Identifying and classifying a variety of objects; explaining reasoning using scientific vocabulary.
Lesson 6: Exploring local habitats; observing organisms; describing how habitats meet basic needs.

Key Vocabulary



History – The Victorian Era



Key vocab

Monarch

Duty

Reign

Victorian Era

Victorians

Engineer

Steam-powered

Diverse

British Empire

Key knowledge

We call the time when our monarch was Queen Victoria the Victorian Era.

The Great Exhibition was in 1851.

Victorians transformed how people travelled, with trains, steamships and cars.

What I will learn…

When the Victorian era was.

What creations and inventions were shared at the Great exhibition.

How Victorians made things better for people living in towns and cities.

How transport changed in the Victorian Era.

The changes to our local area in the Victorian Era.

Geography – Weather in our World

Key vocab

Climates

Ski

Humid

North and South Poles

Equator

Moisture

Tropics

Temperate regions

Arctic and Antarctic

Desert

Key knowledge

The climate is different in locations places around the world.

The equator is an imaginary line that runs around the middle of the Earth.

There are wet and dry climates.

What I will learn…

What different climates there are.

What the climate in a desert is like.

How climates differ in temperature and humidity.

Where the equator is.

How weather changes further from the equator.

The challenged weather can bring.

COMPUTING: PROGRAMMING- Robot Algorithms

Y2

KNOWLEDGE ORGANISER

Overview

Robot Algorithms

- Programming is when we make a set of instructions for computers to follow.

-Robots are one type of machine that can follow programs - they follow what we instruct them to do.

-We use algorithms (a set of instructions to perform a task) to help robots to do things that we want them to. Debugging can help to correct algorithms and programs.

Using a Floor Robot

-**Robots:** Robots are machines that we can program to do human jobs.

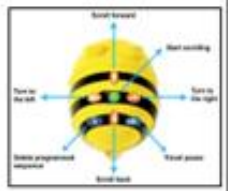
-Robots help us to do things, for example to help us clean, mow and learn!

-Robots in factories make things, and in hospitals they help make us better.

-Turning on a Bee-bot:

Before we use a Bee-bot, we need to make sure it is charged. To turn it on, using the switch underneath. You can tell that the Bee-bot is on because its eyes light up. Remember to switch it back off again after you have finished using it.

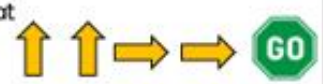
-**Buttons:** Bee-bots have buttons on the top. They each make the Beebot do something different (see picture).



-The arrows move the Bee-bot in different directions. The GO button makes the Bee-bot start its program. The X button makes the Bee-bot forget the last set of instructions.

Algorithms and Instructions

-**Algorithms:** Algorithms are precise set of instructions, that a computer can turn into a code. A floor robot has a computer inside of it.



-Programs: When we press the buttons of our floor robot, we are creating a program for it to follow. The program is how the algorithm is run as code on the robot.

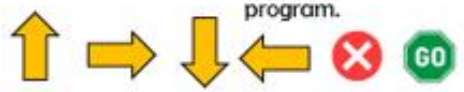
-Instructions: It is important that our instructions to the floor robot are clear. If our sequence of instructions is in the wrong order, has anything missing, or has anything additional, the floor robot will end up in a different place! Plan the route to avoid obstacles and get to the right place.

Designing Algorithms

-We can buy or create mats for floor robots. We then need to design our algorithms so that the robot follows the given route.

-We should carefully consider the start point & end point that we want the robot to reach.

-Use symbols (e.g. arrows, crosses) to indicate the commands that will be inputted as a program.



Chunking and Debugging

-**Chunking:** With larger programs, we can break the task into chunks and create algorithms for each chunk.

-**Debugging:** Debugging is finding and fixing errors in our algorithms and programs. These errors can include:

-Sequence errors: An instruction in the sequence is wrong or in the wrong place.

-Keying errors: Typing in the wrong code.

-Logical errors: Mistakes in plan/thinking.

Important Vocabulary

Instruction Sequence Clear Order Commands Prediction Design Route Debugging

Art – London Landscapes

What should I already know?
• Red, blue and yellow are primary colours. • Secondary colours can be made by mixing primary colours.

What skills will I learn to use?
• Colour mixing to create different colours. • Adding lighter and darker hues to create shades and tints. • How to use different brushstrokes.

What will I know by the end of this unit?
• I will be able to use mixed colours to create artwork to show a London landscape. • I will know what a landscape is. • I will know about different modern artists.

Key Vocab	
Shade	A colour made by adding black or a dark colour.
Brushstrokes	The movement of the paintbrush leaving a mark on the paper.
Mix	Combining two or more colours.
Primary colours	Blue, yellow and red. You can mix these colours to make all other colours.
Secondary colours	Colours made by mixing two primary colours.
Landscape	Artwork showing the natural land or a place.

PE – Dance

Vocabulary
Speed
Sequence
Beat
Rhythm
Movement
Level
Direction

During this unit, pupils will develop their timing skills, as well as their balance and co-ordination. They will choreograph a dance for this year's Gateshead Dance Festival.

Children will learn to:

- To copy simple dance moves
- To move around the space safely
- To begin to sequence dance moves and choreograph a routine.
- To change rhythm, speed, level, and direction.
- To express emotions relating to the theme, through movements and facial expressions.

PE – Net and Wall Games

The aim of this unit of work is to develop pupils' understanding of positional language and develop effective strategies and skills to manipulate equipment while moving.
Further to this, the unit will build upon experience of team games and turn taking learned in Year 1.
At the end of this unit, pupils will be able to move confidently while controlling different sizes and shapes of equipment while developing their hand eye co-ordination.

Vocabulary
Control
Technique
Net
Ball
Wall
Racquet
Co-ordination

Children will learn:

- To move around while practising simple ball skills, with increasing speed.
- To catch and control a ball with a partner or small group while moving.
- To develop hand eye co-ordination to be able to send and receive a ball.

Music – Popular Music Appraisal

Skills I will use:

- To listen with concentration and understanding to a range of high-quality live and recorded music.
- To use my voice expressively and creatively by singing songs, chants and rhymes.

Learning outcomes

- Understand what a genre is.
- To understand the genres of Jazz, Pop and Rock.
- To identify the features of country music.
- To understand the significance of ABBA in popular music culture.
- To learn Mama Mia
- To perform Mama Mia

Key Vocabulary

Pulse

Rhythm

Pitch

Tempo

Dynamics

Time signature

Country

Pop

Genre

Jazz

Rock

ABBA