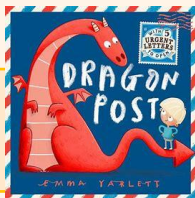


Pillars of the English curriculum	
Punctuation and Grammar	Children will learn to ensure all proper nouns are capitalised correctly. They will Include adverbs of manner to add a greater level of description to their writing and construct sentences using auxiliary verbs and verb phrases.
Reading	Children will learn to discuss the sequence of events in this book and how items of information are related. They will make inferences based on what is being said and done. Children will explore the illustrations and use as inspiration for their own ideas for writing.
Writing	Children will respond to the question 'If you were flat like Stanley, what would you do?' Children will learn to write from their imagination for the purpose of entertaining the reader. They will express their own ideas through a series of sentences and check their writing for errors that they need to adjust.
Oracy	Children will use the speech in this story to perform as a short playscript to an audience. When speaking, children will show an awareness of their role and the role of other speakers.



Punctuation and Grammar	Children will learn to join two simple sentences with a coordinating conjunction such as 'but'. Children will learn to write statements that express their views and opinions.
Reading	Children will develop their understanding of different writing genres and structures. They will compare this text to other letter-based texts they have read. Children will express their views about the actions of the main character.
Writing	Children will produce a piece of persuasive writing with the title 'I want a pet dragon'. The children will learn to plan their writing by writing down their ideas to address a key question. Children will write a series of statements that give reasons and will use persuasive techniques. Children will work with an adult to check their writing makes sense.
Oracy	Children will present an argument for owning a pet dragon. They will speak with confidence to deliver an argument. Children will use a range of coordinating conjunctions in speech to give reasons for an argument.



Terminology	Definition
adjective	An adjective is a word that describes a noun, e.g. <i>There was a huge, hairy spider in the bathroom.</i>
adverb	An adverb tells you where, why or how much something is done e.g. <i>Jessica shouted loudly.</i>
comma	A comma separates units of meaning in a sentence, e.g. <i>Lana bought apples, pears and bananas at the shop.</i>
noun	A naming word used to name a person, place or thing.
noun phrase	Includes one noun as well as words that describe it e.g. <i>the black dog</i>
verb	An action word; they describe what someone is doing e.g. <i>Jessica shouted.</i>
Playscript	A story written for actors to perform. It has the story broken in to parts for different actors to read and can include stage directions.
Coordinating conjunctions	A joining word used to connect two main clauses to make a compound sentence. E.g. and, but, so
contraction	A contraction is any word that's made by combining two separate words. In a contraction word, some letters from the original words are omitted and replaced with an omissive apostrophe. An example of a contraction is 'don't', which is made by combining the words 'do' and 'not'.

Year 2 Mathematics: Measurement: Time - Approximately 1 week of learning time.

Key Vocabulary

time

clock

hours

minutes

hand

o'clock

half past

quarter past

quarter to

five minutes

duration

longer

Prior learning

This unit builds on the concepts of time learned in Year 1 and will draw on comparing and ordering skills, whilst linking to knowledge of the number line and part-whole model.

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

- can find o'clock and halfpast times on an analogue clock
- can count forwards and backwards reliably in 5s up to 60
- recognise and understand the word 'quarter'.

Key Threshold Concepts

This unit will develop children's ability to tell and write the time to five minutes, including quarter past and to the hour. Children will link intervals of time to the number line, and know the number of minutes in an hour, and hours in a day. Children will also use the number line to understand start and end times, and the interval of time between the two. Children will solve problems using these new concepts and previous learning, including word problems, and comparing and sequencing questions.

Pupils should be taught to:

- sequence events in chronological order.
- find times earlier and later using clocks.
- solve time problems.



There are **60 minutes** in an hour.



There are **24 hours** in a day.

one o'clock



five o'clock



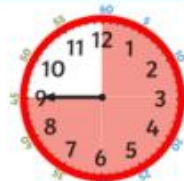
o'clock



quarter past



half past



quarter to

Telling Time to 5 Minutes



Hour Hand

The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.

Minute Hand

The long hand points to the minutes past or to the hour.

Compare Durations of Time



A swimming lesson

30 minutes



A visit to the cinema

2 hours



The time it takes to do 1 star jump

1 second



A favourite TV programme

20 minutes



A nice long walk

3 hours



A week at school

5 days

Compare the time using the vocabulary 'longer' and 'shorter'.

Year 2 Mathematics: Geometry- Position and Direction- Approximately 1 week of learning time.

Key Vocabulary

forwards

backwards

left

right

north

south

east

west

quarter turn

half turn

three-quarter turn

clockwise

anticlockwise

sequence

Prior learning

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

- know how to describe the position of an object in relation to one or more other objects
- understand halves and quarters and the relationship between them
- know positional and directional language such as forwards, backwards, left, right, between, above, below

Key Threshold Concepts

Pupils will use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Pupils should be taught to:

- To revise shape name and properties throughout basic skills.
- To order and arrange combinations of mathematical objects in patterns and sequences.
- To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

clockwise

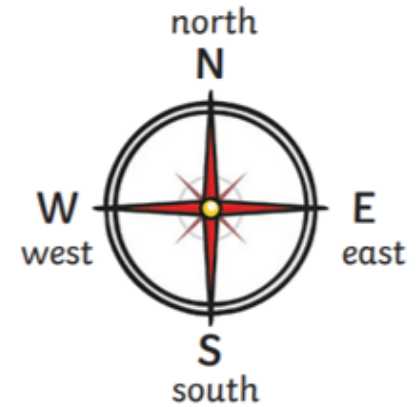


anticlockwise



If the turn is in the same direction as the hands of a clock, it is **clockwise**.

If the turn is in the opposite direction to the hands of a clock, it is **anticlockwise**.



quarter turn



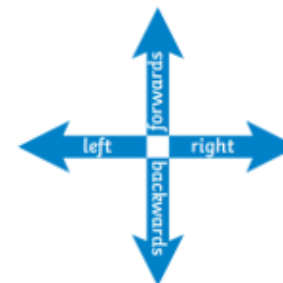
half turn



three-quarter turn



full turn



Left and Right
The hand that makes an L shape is the **left hand**.

Year 2 Mathematics: Measurement: mass, volume, capacity and temperature. (Approx. 3 weeks of learning).

Key Vocabulary

mass

gram

kilogram

lighter

heavier

capacity

volume

millilitre

litre

volume

temperature

celsius

degrees

Prior learning

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

Will be able to compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time

Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time

Key Threshold Concepts

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$



We use scales to measure **grams**.

A gram is a small unit of measurement that we use to measure how heavy or light something is.

We can write gram as **g**.

We measure the following using grams:



$15\text{g} > 10\text{g}$

We also use scales to measure **kilograms**.

A kilogram is a larger unit of measurement that we use to measure how light or heavy something is.

We can write kilogram as **kg**.

We measure the following using kilograms:



$1\text{kg} < 3\text{kg}$

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Millilitres



We can use a measuring cylinder to measure very small volumes.

We measure these in millilitres.
We write this as ml.

$$1000\text{ml} = 1\text{l}$$



Litres



We can use a jug to measure larger volumes.

We measure these in litres.
We write this as l.

$$1000\text{ml} = 1\text{l}$$



quarter full



half full



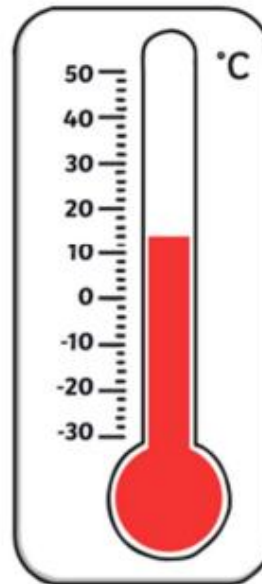
full

Temperature is a measure of heat.

Thermometers are used to measure temperature.

We usually measure temperature in **degrees Celsius ($^{\circ}\text{C}$)** but some parts of the world use degrees Fahrenheit ($^{\circ}\text{F}$).

We can measure the temperature of air, liquids or objects using a thermometer.



Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube that show the temperature.



Year 2 Religious Education - Pentecost- Serving: Spread the Word - Approximately 4 weeks of learning time

Key Vocabulary	Definition
message:	A verbal or recorded communication.
rise:	To get up. To move upwards.
resurrection:	The rising of Jesus Christ from the dead.
ascension:	The ascent of Jesus into heaven 40 days after his resurrection.
witnesses:	People who see an event take place.
Pentecost:	The festival when Christians celebrate the gift of the Holy Spirit
blessing:	A special prayer.
promise:	An assurance that something will happen.
Good News:	Teachings by Jesus of God's love/the message of Jesus.
Holy Spirit:	Part of the Holy Trinity, God's gift to people on earth.



Prior Learning:

In Year 1, children learned that Pentecost is a holy day because it is the feast of the Holy Spirit.

Key Learning:

The gift of the Holy Spirit, which is celebrated at Pentecost, strengthens Christians to share in the mission of the Church by spreading the Good News of the message of love of the risen Christ.

- Children will be able to **ask and respond** to questions about their own and others experiences and feelings of both passing and receiving messages.
- Through scripture, children will be able to **recognise and retell** the stories of Jesus' Resurrection, Ascension and the coming of the Holy Spirit at Pentecost as religious stories.
- Children will be able to **recognise and describe** how the disciples changed through the power of the Holy Spirit.
- Through scripture from St Paul to the Thessalonians (4:13-14,18) children will be able to **recognise and describe** how the Holy Spirit helps Christians in their lives.
- Children will be able to say about **what they wonder** about Jesus' new life and the coming of the Holy Spirit.
- Children will **explore and identify** ways of spreading the Good News about Jesus.
- Children will **celebrate** their new knowledge and understanding by planning, leading and delivering their own end of topic liturgy



PENTECOST



Year 2 Religious Education - Rules - Reconciliation - Approximately 4 weeks of learning time

Prior Learning:

In Year 1, children learned that it is important to say sorry if we make a mistake or do not make a good choice.

During the latter part of this half term, pupils will focus on another of the seven sacraments – Reconciliation.

Throughout this unit, pupils will deepen their understanding of the term 'penitence.'

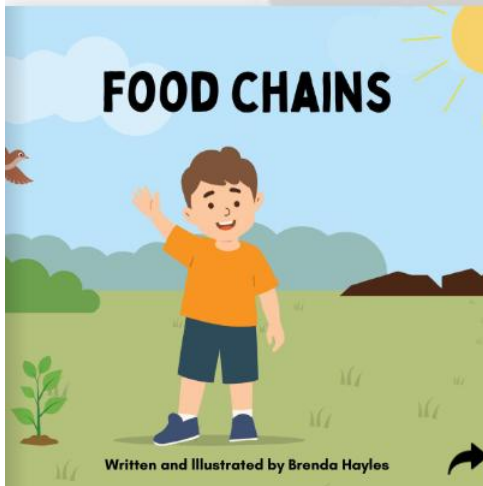
By the end of the unit, pupils will recognise that in forgiving one another and recognising our own faults, we are being good Christians and living out the Gospel values. Pupils will recognise and describe important signs and symbolism of Reconciliation.

Children will be able to:

- To recognise the story of Peter asking Jesus about forgiveness as a religious story (Matthew 18).
- To recognise some religious words and signs that Christians use to express sorrow and forgiveness.
- To recognise that people say sorry and ask forgiveness because they are followers of Jesus.
- To use religious words and phrases to describe the examination of conscience.
- To describe some aspects of the Sacrament of Reconciliation.
- To describe how Christians try to practise Jesus' commandment of love, peace and reconciliation.



Key Vocabulary	Definition
Rules	A law or direction that guides behaviours and actions.
Safe	To not be in danger of harm.
Sorry	To want to make right a mistake. To feel regret.
Forgive	To let go of something wrong that has been done.
Right	Making a choice that is fair and good.
Wrong	Making a choice which is not good.
Choices	Being able to pick what we do and how we act.
Sin	When we choose to act in a way against God's rules and teachings.
Examination of conscience	To review our past choices and thoughts, spending time thinking about our good choices and the things we could have chosen to do differently.



Science – Food Chains

1. What Do Animals Eat?
2. Where Does Food Come From?
3. What Is a Food Chain?
4. Food Chains With Humans
5. What Are Food Chains in Different Habitats?
6. What Breaks Food Chains?



Scientific enquiry:

Lesson 1: Identifying and classifying

Lesson 2: Identifying and classifying; using observations and ideas to suggest answers

Lesson 3: Observing closely using simple equipment; identifying and classifying

Lesson 4: Asking simple questions; gathering and recording data

Lesson 5: Observing closely using simple equipment; identifying and classifying; gathering and recording data

Lesson 6: Performing simple tests; using observations and ideas to suggest answers

Key Vocabulary



food chain,



herbivore,



carnivore,



omnivore,



predator,



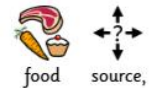
prey,



prey,



habitat,



food source,



producer

Looking after our world












Year 2

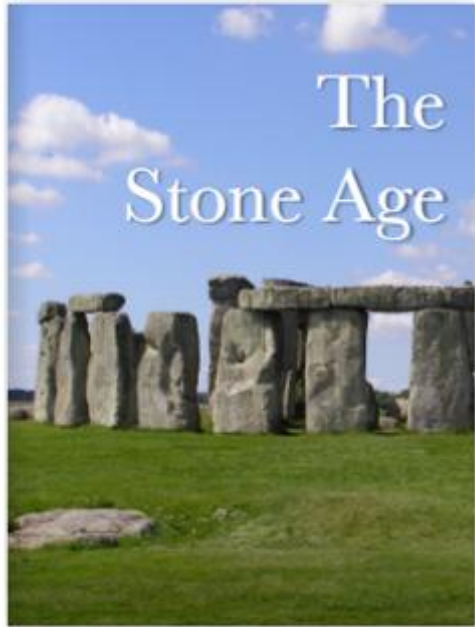
What I will learn:

1. We can monitor how well our world is being looked after.
2. We have a local environment and a global environment we can look after.
3. Our local area is home to different things.
4. We are asked to look after our world.
5. Ways we can care for our world.

Geography – Looking after our world

Key Vocabulary	Widgit Symbol	Definition
environment	 environment	The surrounding area
responsibility	 responsibility	Having a duty to do something
school grounds	 school grounds	The outdoor areas of our school
vandalism	 vandalism	Deliberately damaging something which does not belong to you. It is a crime.
littering	 littering	Dropping rubbish on the floor or leaving it, rather than taking it home or putting it in the bin.
nature	 nature	Things in our world which have not been made by people.
Laudato Si	 Laudato Si	A special letter from Pope Francis asking us to look after our world.
pollution	 pollution	Pollution is when the environment is dirtied by waste, chemicals, and other harmful substances.
recycling	 recycling	Using waste to make reusable materials

History – The Stone Age



Key Vocabulary

Land – bridge	A land-bridge is a piece of land which joins two areas.
Ancestors	People related to us who lived a long time ago.
Nomadic	People who moved around a lot and did not live in one place.
Tools	An item used to carry out a particular function
Hunter-gatherers	A person who gets food by finding plants and animals in the wild.
Stone Age	A time in prehistory when humans made and used stone tools.
Pre-history Pre-historic	The time before people invented writing.
Mounds	A rounded pile of earth.

What I will learn...

That Great Britain and Norway used to be joined by a land-bridge.

Our ancestors were nomadic hunter-gatherers.

What we mean by pre-historic.

What life was like in the Stone Age.

How we know about life in the Stone Age.

What is Stone Henge and how was it built?





COMPUTING: CREATING MEDIA



Overview

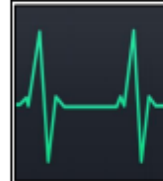
Making Music



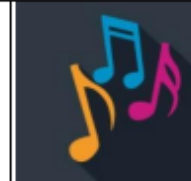
- We can use digital devices to help us to create, edit and listen to music.
- Music can make us think and feel different things.
- Rhythm, pitch and tempo can be used to change the sound and emotion of music.
- We can also use lots of different apps and programs to edit and improve photos, for example Chrome Music Lab, Magic, and Music Maker.
- We should understand the advantages of creating both digital and non-digital music.

Music Vocabulary

There are lots of different things to consider when we are making and listening to music. Some of the most important words that you should know are below.



Pulse is the steady beat, like a ticking clock or a heartbeat. Music has a pulse. Sometimes, we can clap or move in time to the pulse of music.



Rhythm is the pattern of long and short sounds in music. In lots of music, a rhythm is repeated throughout the song.



The pitch is how high or low a sound is. An example of a high-pitched sound is a whistle, a low-pitched sound is a drum.



The tempo is how fast or slow the music is. **Fast-tempo** music can sound **energetic or frightening**. **Slow-pitched** music can sound **sad**.



Volume is how loud or quiet something is. When making music, we can use loud and quiet sounds to show different ideas and emotions.

Describing Music

Music is a type of art that can be heard. It can make us feel different emotions.

Some words to describe music:

Loud Soft Gentle Fast Slow

Catchy Boring Interesting Noisy

Smooth Modern Old-fashioned Scary



Music can make us feel different emotions.

Some of these emotions may include:


Happy Sad Excited Depressed

Bored Worried Angry Nervous

Scared Surprised Motivated Tired



Using Song Maker

-On Chrome Music Lab, click on the multi-coloured smiley face for Song Maker. 

-By clicking on the different squares, you can make different musical notes. The higher up you click, the higher the pitch!

-Clicking on the shapes below the notes allows you to add in percussion, e.g. drums and symbols.

-You can change the instruments that make the sounds, by clicking on the different options in the bottom left.

-By moving the dot along this bar (at the bottom of the page) you can change the tempo, making it faster or slower.

-This symbol lets you listen to the music that you have made!



Important Vocabulary

Music

Emotions

Pulse

Rhythm

Patterns

Pitch

Tempo

Instrument

Sound

Note

Art and Design Skills

Key Vocabulary

Air Drying Clay	Clay which does not need to be fired to dry it.
Ceramics	Pottery such as plates, bowls and vases which can be made from clay.
Concentric Circles	Circles that all have the same centre. They fit inside each other and are the same distance apart all the way round.
Repeating Patterns	A repeated design or sequence which creates a pattern.
Score	To gently scratch or cut into a surface.
Sketch	A rough first drawing which helps you to plan your work.
Slip	A thick mixture of water and clay used to join pieces of clay together.
Tone	The lightness or darkness of something.
Natural	Found in nature.
Sculpture	The art of making three-dimensional works of art or abstract forms, by carving stone, wood, casting metal or using clay.

Learning Context



Key Facts

I know that a repeating pattern is a pattern which continues over and over again.



I know that I can draw and create sculptures for fun.



PE – Striking and Fielding



Vocabulary

Speed

Target

Control

Aim

Travel

Turn

Receive

Team

Strike

Field

During this unit, pupils will develop hand eye coordination, ability to run at speed and practise working as a team. Children will build upon their learning in Year 1, where they experienced handling equipment and developed their throwing and catching skills. Children will also develop their communication skills, in both verbal and non-verbal ways.

Children will learn to:

- To hit a ball from a fixed base.*
- To throw and catch equipment whilst travelling.*
- To retrieve a moving object from the ground, as an individual.*



PE – Athletics



During this unit, children will learn the necessary skills for them to participate in our annual sports day. Lessons will build upon experience of athletics skills learned in Year 1, such as: running at speed over short distances and jumping with control and balance. At the end of this unit, pupils will have mastered basic movements including running, jumping, throwing, and catching. Also, pupils will be able to maintain balance, agility and co-ordination and apply these skills in a range of activities.

Vocabulary

Direction

Throw

Speed

Stationary

Under arm

Over arm

Aim

Accuracy

Children will learn:

- To explore and throw a variety of objects with one hand with increasing accuracy.*
- To jump from a stationary position with control.*
- To change speed and direction whilst running.*



Learning Outcomes:

Pupils will create ideas for composition based on pictures.

Pupils will develop skills needed for composition.

Perform a composition as a group, and individually.

Learn about Schubert. Children will create a visual representation of Schubert's The Trout

Children will perform a rhythm motif from the Theme of The Trout.

They will end this unit of study by composing and performing a variation based on the theme of The Trout.


Key Vocabulary
Pulse
Rhythm
Pitch
Tempo
Dynamics
Time Signature
Pop
Classical
Reggae
Country
Electronic
Folk
Keyboard
Oboe
Trombone
Rest
Quaver
Schubert
Conductor
Imagery
Symphony
Intro
Verse
Chorus

WHAT IS PICTURE PAINTING?

Music can create **imagery** or **paint pictures** in our minds – what could this mean?

Listen to this piece of music...what does it remind you of?

<https://www.youtube.com/watch?v=9cNQFB0TDfY>



Notation

 A page of handwritten musical notation for Franz Schubert's 'The Trout' (Op. 165, No. 14). The notation is written on several staves with a cursive signature at the top that reads 'Franz Schubert'.

Schubert

 A classic oil painting portrait of Franz Schubert, showing him from the chest up, wearing a dark coat and a white cravat, with his characteristic dark, wavy hair and glasses.