




Punctuation and Grammar		The children will learn to utilise a range of progressive verbs ending in 'ing'
Reading		The children will learn to identify the rhyme scheme utilised in this poem. They will recognise the sorrowful nature of the poem and develop and understanding of the contrast between the noise and silence. Children will compare this poem to others they have studied.
Writing		Within a version of the poem in which the verbs are replaced, the children will learn to: plan to use a range of appropriate vocabulary to include in their poem; and check for errors in grammar, with the support of an adult if necessary.
Oracy		Children will perform their version of <i>The Sound Collector</i> in a group using instruments for effect. They will adapt how to speak depending on the context of the line and use expression in their voice to make explicit the feelings.

Punctuation and Grammar		The children will learn to write exclamation sentences to portray surprise. Children will write in the first person to describe their feelings and emotions about an event. They will use auxiliary verb phrases to describe actions.
Reading		The children will learn to recognise links between the text they are reading and prior knowledge. Focussing on an extract of a text, children will imagine how the characters felt in that situation and share their own views and opinions.
Writing		Within a journal entry based upon reflection of thoughts and feelings about an event, children will learn to structure a plan to include feelings and emotions. Children will write about a sequence of events and related feelings. They will re-read their work to check it conveys what they want it to.
Oracy		Children will read their journal entry to a chosen friend. They will use a range of sentence stems to describe their emotions about an event. Whilst reading, children will use gestures to support speech.

Punctuation and Grammar		The children will learn to confidently write in the first person. They will write selected statements in the future tense to describe what will happen at a later date.
Reading		The children will learn to identify the narrator of the text as the protagonist. Through discussion, children will express their feelings about our shared earth. Children will share their worries and concerns about our environment based on what they have read. They will develop an understanding of the authors choice of imagery.
Writing		The children will learn to structure their own writing, deciding on what goes in each part of their text. Children will compose a sequence of sentences that explain an environmental issue and suggest a resolution to this issue. This will have cross curricular links with geography.
Oracy		Children will have the opportunity for public speaking in front of children from other year groups. As part of a group, children will share concerns about the environment and inspire others to action by speaking clearly and knowledgeably about a subject.

# Changing our world



Year 2

## Geography – Changing our World

### Key Vocabulary

<b>Enquiry</b>	A task we carry out to find out information.
<b>Issue</b>	Something we talk about or ask a question about.
<b>Survey</b>	A way of gathering information.
<b>Interview</b>	Asking questions and recording answers.
<b>Observation</b>	Recording what we see.
<b>Action plan</b>	Deciding on a set of actions to complete.
<b>Evaluate</b>	Reflecting on the impact or success of something.

### What I will learn...

*That different habitats are home to different plants and animals.*

*How to identify an issue in our World.*

*Ways to gather information.*

*How to create an action plan.*

*To explore and evaluate choices.*



## History – The Bronze Age

### The Bronze Age



Year 2

#### What I will learn...

When the Neolithic Age in Britain was.

Our Neolithic ancestors were farmers

What we mean by the British Bronze Age.

What homes were like in the Bronze Age.

How life changed in Britain during the Iron Age.

What was life in the Bronze Age like around the world?

#### Key Vocabulary

<b>Land – bridge</b>	A land-bridge is a piece of land which joins two areas.
<b>Ancestors</b>	People related to us who lived a long time ago.
<b>Neolithic</b>	The time towards the end of the Stone Age.
<b>Crops</b>	Plants which are grown on a large scale and for a purpose.
<b>Permanent</b>	Long lasting
<b>Copper</b>	A red-brown metal which can be found naturally.
<b>Bronze</b>	A brown metal made from copper and tin.
<b>Roundhouses</b>	Houses built by our ancestors, which were round and usually around a fire.
<b>Thatched</b>	Roof covering made from straw or hay.
<b>Hillforts</b>	A defensive building built on top of a hill.
<b>Tribes</b>	Groups of people with a leader.
<b>Trade routes</b>	Set paths used for moving goods from one place to another.

# Religious Education Knowledge Organiser

## Topic: Treasures

### What should I already know?

Everyone in the world is our neighbour and is loved by God.

### What I will learn

**Talk** about their own experience and feelings about the treasures they see or have and be able to say what they **wonder** about the treasures they see or have.

**Ask and respond** to questions about their own and others' experiences of and feelings about what we treasure.

**Ask** questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.

**Retell** some special stories about creation and the treasures of God's world and be able to **describe** some ways in which religion is lived out by believers in the way they treasure God's world.

**Compare** their own and others' ideas about questions about the treasures of our world that are difficult to answer. Children will be able to **make links** between religious stories about creation/ treasuring our world and beliefs and be able to **give reasons** for certain actions by believers in relation to treasuring God's world.

**Make links** between how they feel about their treasure and how that might affect their behaviour and that of others.

## Phase: KS1

### Vocabulary I will need to use

treasure	Something precious to somebody, it doesn't always cost a lot of money.
gift	A present
care	Looking after and provide for the needs of someone or something.
love	A feeling when you like something very much.
protect	Looking after something and keeping it safe from harm.
respect	Showing that you value something or someone.
Preserve creation	Taking care of what has been given to us and made by God.
precious	Something of great value that shouldn't be wasted or treated carelessly.

## Strand: Universal Church

### Big Questions

Is the world a treasure?

### Scripture I will hear:

Psalm 19:1-5

Luke 12:27-30

Isaiah 41: 17-18



## 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.

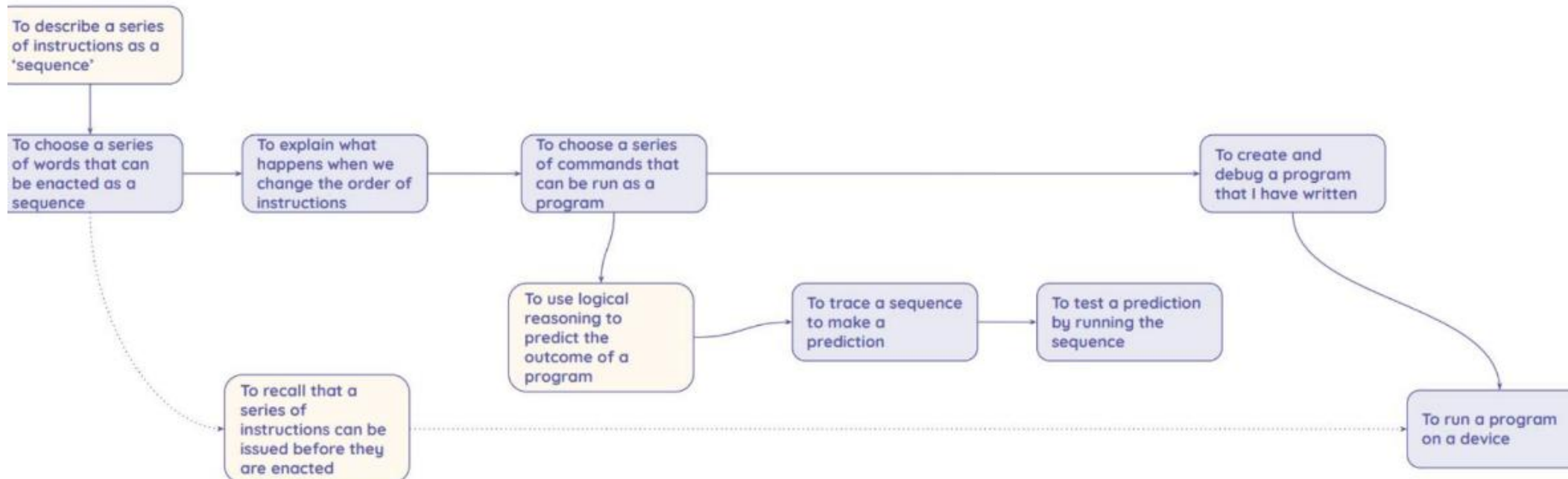
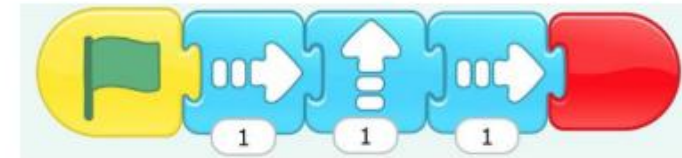


Key Vocabulary	Definition
Rules	A law or direction that guides behaviours and actions.
Safe	To not be in danger of harm.
Sorry	To want to make right a mistake. To feel regret.
Forgive	To let go of something wrong that has been done.
Right	Making a choice that is fair and good.
Wrong	Making a choice which 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.




# Computing: Programming quizzes

Children will learn to:

- Explain that a sequence of commands has a start.
- Explain that a sequence of commands has an outcome
- Create a program using a given design
- Change a given design
- Create a program using their own design
- Decide how a project can be improved.



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

Key Vocabulary	Prior learning	Before they start this unit, it is expected that children:
mass	Key Threshold Concepts	<p>Will be able to compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time</p> <p>Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time</p>
gram		
kilogram		<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>
lighter		
heavier	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #e0f2e0; padding: 10px; border-radius: 10px; width: 45%;"> <p>We use scales to measure <b>grams</b>.</p> <p>A gram is a small unit of measurement that we use to measure how heavy or light something is.</p> <p>We can write gram as <b>g</b>.</p> <p><b>We measure the following using grams:</b></p>  <p style="text-align: center;"><b>15g &gt; 10g</b></p> </div> <div style="background-color: #ffe0e0; padding: 10px; border-radius: 10px; width: 45%;"> <p>We also use scales to measure <b>kilograms</b>.</p> <p>A kilogram is a larger unit of measurement that we use to measure how light or heavy something is.</p> <p>We can write kilogram as <b>kg</b>.</p> <p><b>We measure the following using kilograms:</b></p>  <p style="text-align: center;"><b>1kg &lt; 3kg</b></p> </div> </div>	
capacity		
volume		
millilitre		
litre		
volume		
temperature		
celsius		
degrees		

## Key vocabulary

Beat

Steady

Tempo

Intervals

Rhythm

Composition

Pitch

Pulse

# Music – Rhythm and composition

Approximately 10 weeks of learning time



	Vocal Warm Up	Pulse	Rhythm	Pitch	Listening	Compose/Improvise	Game
1	Buzzing Flea	Long legged	Forbidden Rhythm	Engine, Engine	Mozart Rondo		ABC Rondo
2	Buzzing Flea	Long legged	Forbidden Rhythm	Engine, Engine	Mozart Rondo	Compose Using Do and Re	ABC Rondo
3	Plasticine Person	Sir Duke Rhythm Play along	Rhythm Clock	Remember La		Compose using hand signs for s m and La	Jump Jim Jo
4	Plasticine Person	Sir Duke Rhythm Play along	Learning the half note /Minim /Tah	S-M Challenge	With a Little Help From my Friends		BINGO + Jump Jim Jo

5	Zinga Zoo	Statues	Box of Chocolates Rhythm	S M L Challenge	With a Little Help From my Friends		BINGO
6	Buzzing Flee	Statues	Rhythm Clock	I Like the Flowers	Imposter Sounds		Zero
7	Little Ghost	Zombie Beats	Poison Rhythm	S-M D Reading	Dance Macabre	Sing- I Like the Mountains	Pulse and Rhythm
8	1,121, 12321	Cut the Cake	Twice as fast, twice as slow	d-m-s singing practice		World of Sound	Boom Snap Clap
9	1,121, 12321	Cut the Cake	The Drum Game	Engine, Engine		World of Sound	
10	Zinga Zoo	Copy Cat	The Drum Game	d-m-s singing practice	Treepak	World of Sound	Copy Cat
11	Snowball	Copy Cat	Treepak	Star Light, Star Bright	Sleigh Ride		
12	Snowball	I'm a Train	Treepak	Star Light, Star Bright	Sleigh Ride	Treepak	





# PE – Team building

This half term we are focusing on team building.

Key Vocab	
Tag	A way to mark another player out of a game.
Movement	To travel from one area to another.
Teamwork	The combined action of more than one person to overcome a task.
Tactic	<u>Making a plan</u> to win a game.
Aim	Finding a target.
Technique	The way you perform a skill.
Coordination	When two or more body parts work together.
Strike	Hitting an object to make it move.
Block	Stopping an object from reaching its target.
Skill	The ability to perform.

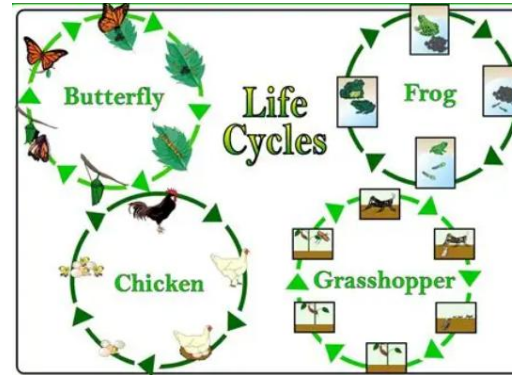
Our learning objectives this half term are:

- **Introduce teamwork:**
- Inclusion**
- 
- Develop teamwork**
- **Building trust and developing communication**
- **Cooperation and communication**
- **Explore simple strategies**
- **Problem solving: Consolidate teamwork**



# Science – Growing up and keeping healthy (Approximately 6 weeks of learning time.)

Vocabulary	Definition
metamorphosis	the changes in form of some living things as they grow.
development	the act of developing or bringing to a completed state.
offspring	the child or young of a particular human, animal, or plant.
transform	to change the form, look, or shape of.
balanced	having all elements in the appropriate amounts.
life cycle	the sequence of changes that a living thing goes through as it grows and develops



What Do Animals Need to Survive?

How Do Baby Animals Grow?

What Is a Life Cycle?

How Do Humans Grow?

Why Do We Need to Eat Well?

Why Are Exercise and Hygiene Important?