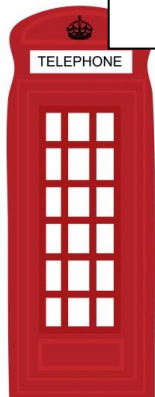
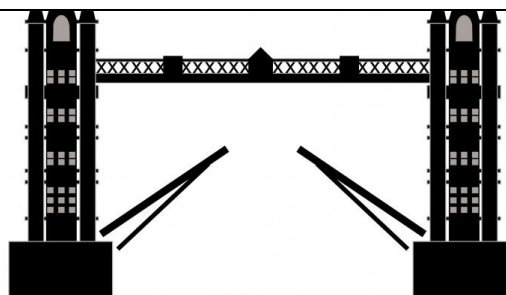


Year 2 Geography: Terms 3 and 4

How is living in London different to living in the Amazon Rainforest?



1. Seven continents and Five Oceans
2. Where is London?
3. Katie in London/Let's Explore London
4. The Yanomami People - Who's house is this? Where is it?
5. Comparing a Yanomami Village with London.
6. Assessment



| Lesson | Knowledge Goals | Skills Goals | Assess (TAME) |
|--------|--|---|---------------|
| 1 | LO: To know that our world is made up of 7 land masses known as continents. | To know that 70% of our world is covered by water, 96.5% of which is found in 5 oceans. To name the 7 continents and 5 oceans and locate these on a map of the world. | |
| 2 | To know that London is the capital city of the UK. To know that London is also the capital city of England and that the other countries in the UK also have their own capital cities - Edinburgh, Cardiff and Belfast. | To know where London is located on maps of The World, Europe and the UK. To understand the location of London in relation to Hildenborough. | |
| 3 | To identify some of the key London landmarks and locate these on a map of London. | To navigate between some of the key London landmarks using simple compass directions. | |
| 4 | To identify some of the key geographical features of London. | To identify physical and human features of London and know the difference between these. | |
| 5 | To identify some of the way in which the Yanomami daily life is different from daily life in the UK and London. | To locate the Amazon Rainforest on a map of the World and of South America. | |
| 6 | | To identify some of the human and physical features of the Amazon Rainforest and the Yanomami settlement. | |

Year 2 Art: Terms 3 and 4

South American Art



Lesson Series:

1. Frida Kahlo – sculpting in clay
2. Joaquin Torres Garcia – Abstract composition
3. Leonora Carrington – Dream catchers
4. Diego Rivera - mural
5. Beatriz Milhazes – collagraph (Lesson 5 and 6)

| Core Learning Outcomes | | Met |
|--|---|-----|
| Frida Kahlo – sculpting in clay | <ul style="list-style-type: none"> • I can learn about great artists, architects and designers in history in the context of Frida Kahlo. • I can tell you about the artist Frida <u>Kahlo</u>. • I can sculpt with clay. | |
| Joaquin Torres Garcia – Abstract composition | <ul style="list-style-type: none"> • I can learn about great artists, architects and designers in history in the context of Joaquin Torres Garcia • I can tell you about the artist Joaquin Torres Garcia. • I can paint symbols. | |
| Leonora Carrington – Dream catchers | <ul style="list-style-type: none"> • I can learn about great artists, architects and designers in history in the context of Leonora Carrington. • I can tell you about the artist Leonora Carrington. • I can improve my mastery of art and design techniques, including using pattern in the context of dream catchers. • I can make a dream catcher and weave | |
| Diego Rivera - mural | <ul style="list-style-type: none"> • I can learn about great artists, architects and designers in history in the context of Diego Rivera. • I can tell you about the artist Diego Rivera. • I can improve my mastery of art and design techniques, including drawing in the context of coloured drawing. | |
| <u>Beatriz Milhazes</u> – collagraph (Lesson 5 and 6) | <ul style="list-style-type: none"> • I can learn about great artists, architects and designers in history in the context of Beatriz <u>Milhazes</u>. • I can tell you about the artist Beatriz <u>Milhazes</u>. • I can improve my mastery of art and design techniques, including collage in the context of coloured papers and printing. | |

Year 2 PSHE: Term 3

Citizenship



Lesson Series:

1. Rules beyond school
2. Similar yet different – my local community
3. Giving my opinion

| Core Learning Outcomes | |
|--|--|
| Rules beyond school | <ul style="list-style-type: none">• To understand the importance of rules. |
| Similar yet different – my local community | <ul style="list-style-type: none">• To recognise similarities and differences between people in the local community. |
| Giving my opinion | <ul style="list-style-type: none">• To understand ways to share an opinion. |

Year 2 Computing: Term 3

Computing Systems and Networks:

Word Processing



Lesson series:

1. Getting to know the keyboard
2. Getting started with word processing
3. Newspaper writer
4. Poetry book
5. Digital writer

| Core Learning Outcomes | | Met |
|--|--|-----|
| To begin to learn to touch type. | <ul style="list-style-type: none"> • I can find keys on a computer keyboard. • I can type capital letters using 'shift'. • I can identify that the keyboard is an important input device. | |
| To understand how to use a word processor. | <ul style="list-style-type: none"> • I can type a sentence into a word processor. • I can select text and make it bold or italic. • I can explain how to make other changes to a document. | |
| To understand how to add images to a text document. | <ul style="list-style-type: none"> • I can use keyboard shortcuts to alter text. • I can search for and find an appropriate image. • I can import and alter an image in a document. | |
| To create a poetry book using sources from the internet. | <ul style="list-style-type: none"> • I can use text styles to create headings and subtitles. • I can copy and paste text into a document. • I can identify the importance of crediting source materials. • | |
| To create a digital piece of writing. | <ul style="list-style-type: none"> • I can use keyboard shortcuts. • I can use different text styles. • I can import and alter an image in a document. • I can evaluate my writing. | |

Year 2, Term 2: DT

Textiles: Making Puppets



Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Join fabrics together using pins, staples or glue.
- ✓ Design a puppet and use a template.
- ✓ Join their two puppets' faces together as one.
- ✓ Decorate a puppet to match their design.

| Key Skills | Key Knowledge |
|--|---|
| Using a template to create a design for a puppet. | To know that 'joining technique' means connecting two pieces of material together. |
| Cutting fabric neatly with scissors. | To know that there are various temporary methods of joining fabric by using staples, glue or pins. |
| Using joining methods to decorate a puppet. | To understand that different techniques for joining materials can be used for different purposes. |
| Sequencing steps for construction. | To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. |
| Reflecting on a finished product, explaining likes and dislikes. | To know that drawing a design idea is useful to see how an idea will look. |

Year 2, Term 3: Music

Call and Response: Animals



Unit outcomes

Pupils who are **secure** will be able to:

- ✓ Use dynamics when creating sound.
- ✓ Play in time with a group.
- ✓ Experiment with different sounds on the same instrument.
- ✓ Clap the animal sound patterns mostly accurately.
- ✓ Clap the sound patterns in time with the pulse of the backing track.
- ✓ Demonstrate both a call and response.
- ✓ Copy a sound pattern using an instrument.
- ✓ Playing either a call and/or response role in time with another pupil.
- ✓ Perform a composition.

| Key Skills | Key Knowledge |
|--|---|
| <ul style="list-style-type: none">• Listening with concentration to short pieces of music or excerpts from longer pieces of music.• Engaging with and responding to longer pieces of music.• Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).• Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.• Developing an awareness of how dynamics are affected by the force with which an instrument is played.• Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. | <ul style="list-style-type: none">• Recognise and name the following instruments: up to three instruments from Group A and B.• Know that dynamics can change the effect a sound has on the audience.• Be able to recognise and name up to three instruments from Group A and B. |

Year 2 History: Terms 3 and 4:

Local History: Tonbridge Castle and the Battle of Hastings



Lesson series:

1. Why was the Battle of Hastings fought?
2. What was the Domesday Book?
3. Why is the Magna Carta important?
4. How has Tonbridge Castle changed over the years?
5. Assessment

| | Knowledge Goals: | Skills Goals: | Assessment (TAME): |
|----|---|--|--------------------|
| 1. | <p>LO: To understand who the significant people were in the Battle of Hastings.</p> <ul style="list-style-type: none"> • The Battle of Hastings • William the Conqueror • Bayeux Tapestry • Richard FitzGilbert | <ul style="list-style-type: none"> • To understand who the significant people were linked to the building of Tonbridge Castle • To sequence events that are closer together in time. • To choose and use parts of stories and other sources to show understanding of events | |
| 2. | <p>LO: To know what the Domesday book was and why it was important.</p> <ul style="list-style-type: none"> • To understand that William the Conqueror had the census carried out • To understand why the census was important | <ul style="list-style-type: none"> • To understand the purpose of the Domesday book and its impact on society • Use common words and phrases relating to the passing of time. | |
| 3. | <p>LO: To understand what the Magna Carta was and why it was signed.</p> <ul style="list-style-type: none"> • To understand that the Magna Carta was an agreement between King John and Feudal Lords • To know that The De Clares were present when it was signed | <ul style="list-style-type: none"> • To understand that the Magna Carta was the start of democracy | |
| 4. | <p>LO: To understand how Tonbridge castle has changed over time.</p> <ul style="list-style-type: none"> • To understand that the Normans built the first castles in the UK • To understand that the Motte and Bailey castles were built from wood and earth and eventually rebuilt in stone • To understand what happened to Tonbridge Castle over time | <ul style="list-style-type: none"> • To understand who the significant people were linked to the building of Tonbridge Castle • To sequence events that are closer together in time. | |
| 5. | Assessment | | |

Year 2 RE: Term 3:

Who are Humanists and how do they live?



Lesson series:

1. What is Humanism? What do Humanists believe makes us special?
2. How do humanists believe we can be happy?
3. How do humanists believe we can be happy?
4. How do humanists believe we can be happy?
5. Why do humanists think we should be good to each other?
6. What are the special ways humanists celebrate in their lives?

| | Knowledge Goals: | Outcomes: | Assessment (TAME): |
|------|--|---|--------------------|
| 1. | <ul style="list-style-type: none"> • Humanism isn't a religion, but a way of thinking and living. • Humanists do not believe in God or gods. • They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. | <p>I can explain who Humanists are. I can describe what Humanists believe makes us special.</p> | |
| 2-4. | <ul style="list-style-type: none"> • The Happy Human as a symbol of Humanism • Happiness as a worthwhile goal; happiness as more than simple sensory pleasures: the importance of relationships, exploration, and achieving our goals • Diverse ways of finding happiness; there is no one recipe for happiness | <p>I know that the symbol for Humanism is The Happy Human. I understand that there are different ways to be happy. I understand that different things makes different people happy. I know what makes me happy.</p> | |
| 5. | <ul style="list-style-type: none"> • Reasons to be good to one another; promoting happiness and avoiding doing harm • Consideration of the consequences of our actions • The importance of empathy when making decisions about how we should act • The Golden Rule • Taking care of other living creatures and the natural world | <p>I can explain the difference between reason and empathy. I know what the golden rule is</p> | |
| 6. | <ul style="list-style-type: none"> • Valuing and celebrating human life • Marking key moments in people's lives such as births, weddings, and deaths • Humanist naming ceremonies: celebrating the arrival of a new baby; promises of love and support by family and friends • The importance of human relationships • The need for love and support from other people in our lives (particularly given the absence of belief in a god or gods), including the need to offer support as well as accept it • Absence of special festivals; however, many humanists will celebrate cultural occasions such as Christmas time as a time to recognise the importance of family, friendship, and kindness | <p>I know that Humanists celebrate key moments in their lives. I can talk about what happens at a baby's naming ceremony. I can describe how I celebrate special people in my life.</p> | |

Year 2 Science: Term 3: Uses of Everyday Materials



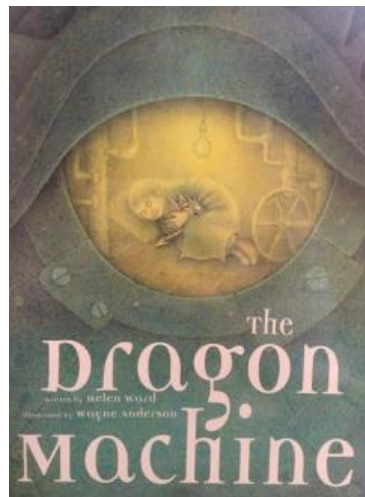
Lesson series:


1. What do we know about everyday materials?
2. Which material is best?
3. How well do different materials bounce?
4. Can solid objects change shape?
5. Which fabric is the stretchiest?
6. Assessment

| | Knowledge Goals: | Outcomes: | Assessment (TAME): |
|----|--|--|--------------------|
| 1. | <ul style="list-style-type: none"> Know that everyday objects are made from materials that have different properties. | <ul style="list-style-type: none"> Identify and classify the variety of uses of different materials based on their properties. | |
| 2. | <ul style="list-style-type: none"> Know that different materials have properties that make them suitable for specific purposes and uses. | <ul style="list-style-type: none"> Identifying and classifying, using observations and ideas to suggest answers to questions – use knowledge of materials to select the correct one for a given purpose. | |
| 3. | <ul style="list-style-type: none"> Know the suitability of a variety of everyday materials for different uses (in this case to make a ball bounce). | <ul style="list-style-type: none"> Use observation to suggest answers to questions. Gather and record data in a simple test to help answer questions. Independently identify why it needs to be a fair test and how to ensure this Record results in a table and present them in a bar chart, drawing conclusions against the initial question. | |
| 4. | <ul style="list-style-type: none"> Know the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | <ul style="list-style-type: none"> Use their observations and experimentation to suggest answers to questions – can solid objects change shape? Record data from observations in a table to help answer questions. In pairs draw a conclusion about whether a solid can change shape. | |
| 5. | <ul style="list-style-type: none"> Know that the shapes of solid objects made from some materials can be changed by stretching. | <ul style="list-style-type: none"> Perform a simple test. Pupils make a prediction about which fabric they think will be most stretchy and collectively plan how to test this. Know that when scientists plan experiments, they try to keep some things the same. - Use a metre stick to measure the stretchiness of fabric. Use weights to test them. | |
| 6. | Assessment | | |

The Dragon Machine

by Helen Ward



|  Pathways to Write keys | | |
|---|--|--|
| Gateway keys (non-negotiables/basic skills) | ⇌ Mastery keys (year group national curriculum expectations) | Feature keys (vocabulary, manipulating sentences and tense, structure) |
| <ul style="list-style-type: none"> • Use subordination (because) and coordination (and) • Write expanded noun phrases to describe and specify • Use punctuation correctly – full stop, capital letters • Add suffixes to verbs where no change is needed to the root (Y1) | <ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks | <ul style="list-style-type: none"> • Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end |

| NC Common Exception Words – Year 2 | Developing Vocabulary | |
|---|---|--|
| every(where) break(ing) great would beautiful last should | overlook perch havoc troublesome advice consult tragic lumbered wreckage venture | telephone tulips sank water lilies pond encyclopaedia machine undercarriage engine fields |