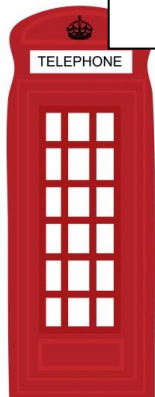
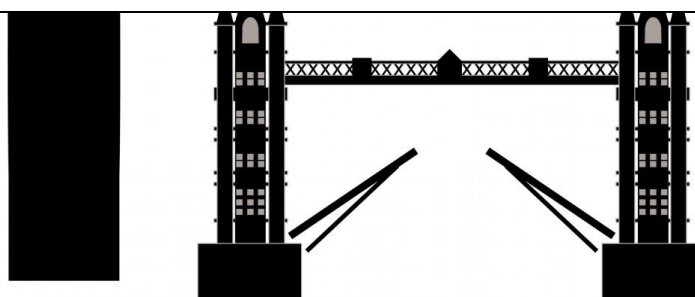


Year 2 Geography: Terms 3 and 4

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, Term 4: Music

Call and Response: Animals



Unit outcomes

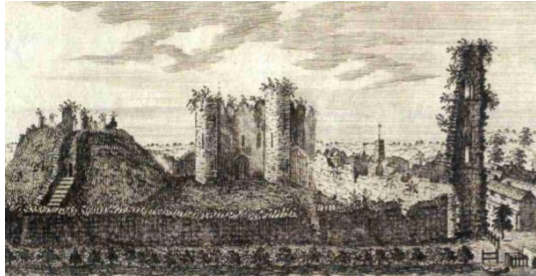
Pupils who are **secure** will be able to:

- ✓ 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 PSHE: Term 4

Economic Wellbeing



Lesson Series:

Lesson 1: Where does money come from?

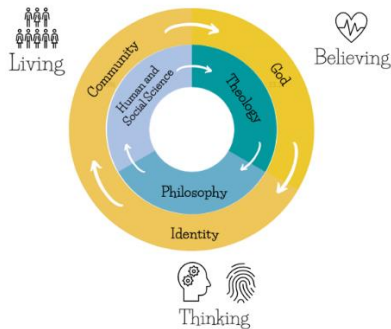
Lesson 2: Exploring needs

Lesson 3: Exploring wants

Pupils who are secure will be able to:

- Explain some ways adults get money.
- Discuss the role of bank account cards.
- Recognise wants and needs.
- Recognise the difference between a want and a need.
- Identify their skills and talents.
- Identify ways to develop their skills and talents.
- Explain why treating people equally and inclusively is important.

Year 2 RE: Term 4: Salvation: Why does Easter matter to Christians?



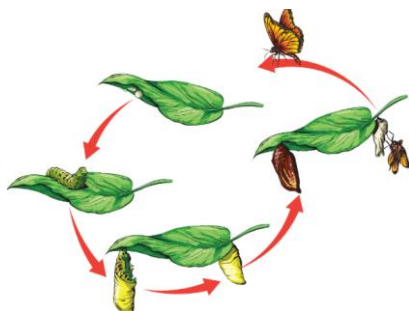
Lesson series:

7. What is the Easter story?
8. What is the Easter story?
9. How is Easter celebrated in our local church?
10. Why is forgiveness important to Christians?
11. How difficult is it for Christians to forgive someone?



Core Learning Outcomes	
What is the Easter story?	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. (B) Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). (B)
How is Easter celebrated in our local church?	Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. (L)
What does Salvation mean for Christians?	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. (B) Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). (B)
Why is forgiveness important to Christians?	Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. (T)
How difficult is it for Christians to forgive someone?	Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. (T)
Knowledge Building Blocks:	
<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life. 	

Year 2 Science: Term 4: Animals, including Humans



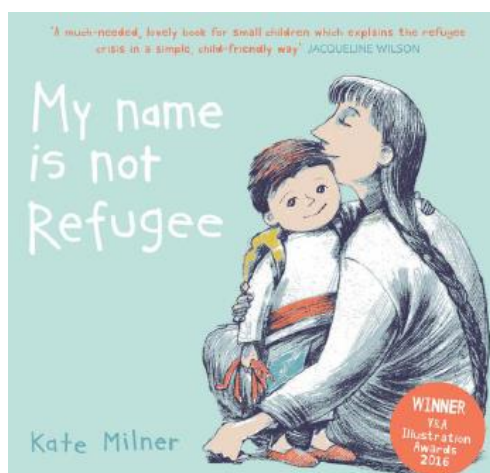
Enquiries:


1. How do animals change as they get older?
2. Do human body parts change with age?
3. What do animals need to survive?
4. Why should humans exercise?
5. Why do we eat different types of food?

	Knowledge Goals:	Outcomes:
1.	- Animals, including humans, have offspring , they get older and bigger, and most will go on to have offspring of their own. All animals are at a stage in their lifecycle . - Animals, including humans, change a lot as they move through the cycle.	Pupils to organise these stages into life cycles.
2.	- Humans begin as babies and grow into adults; we go through different stages of growth. - Human body parts change with age. As people grow older, their body goes through various changes.	Pupils will measure the legs and arms of a reception age child, a classmate, a pupil in Year 6 and an adult and record their findings.
3.	- Animals, including humans , all need water, air, shelter and food to survive .	Pupils should independently answer the enquiry question – what do animals need to survive?
4.	- Humans should exercise to keep us fit and healthy and help our body to function. - Exercise is a way of moving our bodies to stay healthy. It makes our muscles and bones strong, keeps our lungs and heart healthy, and helps us feel good.	Pupils to decide three different exercises to try from the list drawn up earlier in the lesson. Discuss the idea of a balanced lifestyle . Reinforce learning from this lesson so that pupils describe the importance of exercise for humans – Pupils should independently answer the enquiry question – Why should humans exercise?
5.	- Animals, including humans need to eat a balanced diet - Sort foods into healthy and unhealthy groups to stay healthy. This includes eating the right amount of fruit, vegetables, cereal, meat, dairy, fat and sugar .	Pupils should sort these into balanced food intake and unhealthy meals. Pupils to create a healthy eating guide by selecting the healthiest options from the ordered set of images; this could be a leaflet or a poster that could be for the purpose of display in the canteen. They must include information to describe how the different foods contribute to keeping us healthy.

My Name is Not Refugee

by Kate Milner



 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"> Write sentences with different forms: statement, question, exclamation, command Use subordination (because, when) Use present and past tenses correctly and consistently Use punctuation correctly – exclamation marks, question marks 	<ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce (so) that) Use present and past tenses correctly and consistently Use punctuation correctly – apostrophes for the possessive (singular) 	<ul style="list-style-type: none"> Include detail and description to inform the reader Write in 1st person Use consistent past tense Order events with adverbs of time Include personal comments and own viewpoint Set the scene with a clear opening and establish the context Finish with a closing statement with personal comment or summary e.g. <i>What an amazing day we all had!</i>

NC Common Exception Words – Year 2		Developing Vocabulary	
again	told	exciting	town
people	old	interesting	march
hold	only	strange	adult
should	would	weirdest	language
	could	remind	refugee
	water		