



Topic	RE What makes some places sacred?	Theme	Children	Year Group	Year 2
Key Vocabulary					What I already know:
sacred	Something that is holy and connected with religion.				<ul style="list-style-type: none"> <li>Christians, Jews and Muslims are different religions who all believe in one God.</li> <li>Each religion has a special book, stories and symbols that help them to worship.</li> <li>Believers go to special places like a church, mosque or synagogue to pray and celebrate.</li> <li>Sacred means something is very special or holy and should be treated with care and respect.</li> <li>People belong to different groups and communities that help them know how to live and what to do.</li> </ul>
holy	Dedicated to God or a religious purpose.				
respect	A feeling of deep admiration for someone or something.				
church	A building in which Christian people meet for religious worship.				
synagogue	A building in which Jewish people meet for religious worship		<b>Church</b>	<b>Mosque</b>	
mosque	A building in which Muslim people meet for religious worship.				<b>Synagogue</b>
 sacred  holy  respect  church  synagogue  mosque					
<h3>Key knowledge</h3> <ul style="list-style-type: none"> <li>Some places are special or sacred because people feel safe, calm or close to God there.</li> <li>Christians go to a church to worship God and use special objects like the cross, Bible and candles.</li> <li>Jewish people go to a synagogue to worship God and use special items like the Torah scroll, menorah and kippah.</li> <li>Muslims go to a mosque to worship Allah and use special things like prayer mats, call to prayer, and washing (wudu) before praying.</li> <li>Churches, mosques and synagogues have some things that are the same (they are calm, respectful and for worship) and some things that are different.</li> <li>Places of worship are important to the whole community because people meet there to pray, learn, and help others.</li> </ul>					
					



Topic	Science: Living things and their habitats	Theme	Diversity	Year Group	Year 2
Key Question	Where do animals live?				

## What should I already know?

- I can name different kinds of animals like fish, birds, reptiles, amphibians and mammals.
- I can say what different animals eat – some eat meat (carnivores), some eat plants (herbivores), and some eat both (omnivores).
- I can talk about and compare animal bodies, like how fish have fins, birds have wings, and mammals have fur.

Insects, snails, worms and spiders all survive in microhabitats.

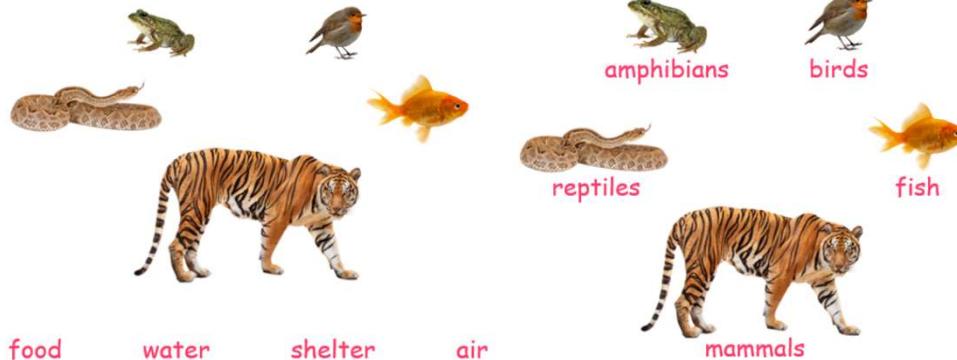


## Key Vocabulary


What reptiles might live in a hot desert habitat?



What do all animals need to survive?



What are the five animal groups?



An ocean is a large area of sea water.



They can survive extremely cold weather.

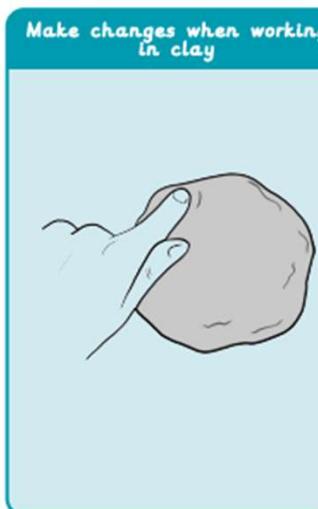
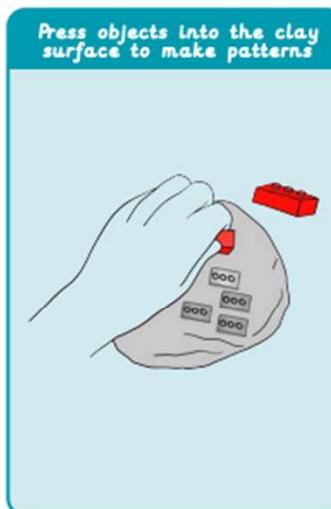
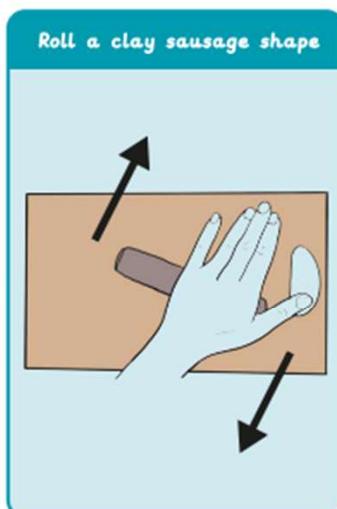


Clay slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions; walk all around it to look at it
Surface	The top layer of something

**Artists**

Ranti Bam

Rachel Whiteread





Topic	DT textiles	Theme	Diversity	Year Group	Year 2
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## Textiles - Pouches

Accurate	Neat, correct shape, size and pattern with no mistakes.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Knot	A join made by tying two pieces of string or rope together.
Pouch	A small bag made to keep objects safe and to be carried easily.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Sew	To join or fasten by stitches made using a needle and thread.
Shape	The form of an object.
Stencil	A shape that you can draw around.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Thimble	A small metal cap to cover and protect your finger when sewing.

Here are some examples of sewn products:



### Key facts



Remember to plan where your stitches will go on the pouch **template**.



When cutting the **template** out, be careful and as **accurate** as possible.



Eye of the needle

⚠ Remember to tie a knot at the other end of your thread before sewing. Ask an adult if you are stuck.

### Success criteria

- I can join items using fabric glue or stitching.
- I can decorate fabric using different items.
- I can evaluate my own designs.

### Prior knowledge

- I have used different types of materials and fabrics in class before.
- I know how to choose tools and materials carefully to help me make things safely.
- I can cut and join materials in simple ways using glue, tape or staples.
- I have practiced using simple stitching or fastening techniques (like threading, looping or tying).



**Prior knowledge**

- I can use a mouse or touchscreen to click, drag and type.
- I have listened to questions and talked about my ideas in class.
- I know how to ask simple questions about things I am curious about.
- I can use keywords to help me find information.

**Key Vocabulary****Binary Tree**

A simple way of sorting information into two categories.

**Field**

A single piece of data in a database which makes up a record.

**Record**

An item in a database with a variety of information about a specific entry.

**How does a Pictogram show information?**

On a pictogram, data is represented by pictures. Pictograms are set out in the same way as bar charts, but instead of bars they use columns of pictures to show the numbers involved.

**Data**

A collection of information, used to help answer questions.

**Pictogram**

A diagram that uses pictures to represent data.

**Search**

Looking for specific information. On a database, you can use the 'Find' tool.

**Database**

A computerised system that makes it easy to search, select and store information.

**Question**

A sentence written or spoken to find information.

**Sort**

Put things together by features they have in common.

**Key Learning**

- To learn about data handling tools that can give more information than pictograms.
- To use yes/no questions to separate information.
- To construct a binary tree to identify items.
- To use 2Question (a binary tree database) to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

**Key Resources****purple mash**

2Count

2Investigate

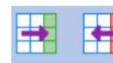
2Question

**Key Images**

Open, close or share information



Enter data into a pictogram



Add or delete columns in a pictogram



Add a question to sort the information in a binary tree

**Title**

Give a name to the binary tree



Find information in a database



Sort, group and arrange information in a database

**Prior knowledge**

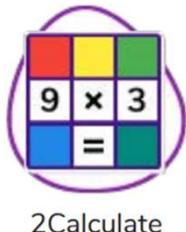
- I know how to log into **Purple Mash** and select the correct tool or activity
- Collecting data in maths and presenting it in a graph.
- Counting and pictograms.

**Key Learning**

- To understand the sorts of tasks that a spreadsheet program could be used for.
- To enter data into spreadsheet cells.
- To use 2Calculate image tools.
- To use the totalling tools.
- To use a spreadsheet for money calculations.
- To use the 2Calculate equals tool to check calculations.
- To use 2Calculate to collect data and produce a graph.



For iPads, the content of each cell can be moved individually by tapping and dragging one cell at a time.



**Key Images**

Open, close or share a file	Save your work	Open a previously saved file	Increase or decrease spreadsheet size
Format cells	Money tools	Number apparatus	Images
Totalling tool	Toolbox	Graphs	Lock cells
Equal to	Drag cells	Count	Speak

**Data**  
A collection of information, used to help answer questions.

**spreadsheet**

menu bar

rows

columns

cell

number pad

**Tools**

move  
lock  
equal to

count  
speak

**Coins and Apparatus**

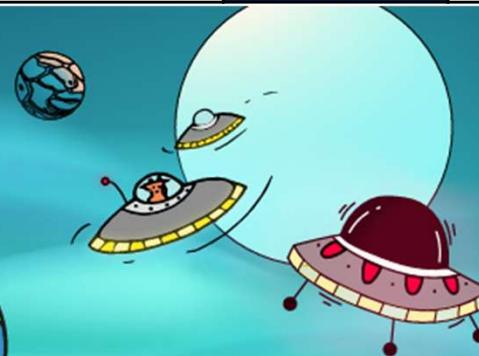
**Graphs and Charts**

**table**

Fruit	Number of likes
apple	5
pear	2
strawberry	2
banana	1
tomato	3

Favourite fruits

apple pear strawberry tomato

**Music - Contrasting dynamics (Space)****planet:**

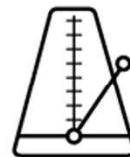
An extremely large mass of material that moves around the Sun or another star.

**representation:**

The way that someone or something is shown or described.

**composer:**

A person who writes music.

**tempo:**

The speed of the music (fast or slow).

**dynamics:**

The volume of a piece of music.

**pitch pattern:**

A small group of notes played in a particular order to create a 'sound idea' throughout a piece of music.

**Prior knowledge**

- I have listened to and talked about different kinds of music.
- I know that dynamics means how loud or quiet a sound is.
- I can play simple rhythms and keep a steady beat using classroom instruments.
- I have used instruments to show fast and slow or loud and quiet sounds.



Topic

Spanish - Animals

Theme

Diversity

Year Group

2

**Prior knowledge**

- I can say some simple Spanish words I have learned before.
- I know how to say hello, goodbye, and my name in Spanish.
- I can count some numbers in Spanish.
- I have learned a few Spanish colours.

Spanish	English
los animales	the animals
un	a (masculine)
una	a (feminine)
un caballo	a horse
un cerdo	a pig
un león	a lion
un pájaro	a bird

Spanish	English
un mono	a monkey
un pato	a duck
un ratón	a mouse
un conejo	a rabbit
una oveja	a sheep
una vaca	a cow
Soy...	I am ...

**What I will learn:**

- Objective 1: I will learn 5 animal nouns in Spanish with their correct determiner.
- Objective 2: I will learn 5 more animal nouns in Spanish with their correct determiner.
- Objective 3: I will revise all 10 animals nouns with their determiners in Spanish and start to attempt the spellings.
- Objective 4: I will explore and understand better the role of the indefinite article/determiner in Spanish.
- Objective 5: I will learn how to use the 1<sup>st</sup> person conjugated verb 'soy' (I am) in Spanish.

**phonics**

**j**  
sound in:  
• oveja   
• conejo   
• pájaro

**ll**  
sound in:  
• caballo

&

**accents**  
Accents indicate the vowel is stressed. As seen in le-ón, pá-ja-ro and ra-tón.

**vocabulary**

10 animals in Spanish

Simple sentences like

**Soy una oveja.**  
I am a sheep.

**grammar**

In this unit we see that there are 2 different words for 'a/an' in Spanish.

**un** **una**

The high-frequency irregular verb 'I am' in Spanish:

**soy**  
I am