

Food – A Balanced Diet

Essential Vocabulary	
alternative	Changing an ingredient to something different.
Diet	The food and drink that a person or animal usually eats.
evaluation	When you look at the good and bad points about something, then think about how you could improve it.
expensive	Something that costs a lot of money.
nutrients	Substances in food that all living things need to make energy, grow and develop.
packaging	The packet or container, which holds a product safe, ready to be sold. It has information on about the product.
Refrigerator	A large kitchen appliance that keeps food and drink cold, so it lasts for longer.

Links to Prior Learning	
•	In year 1, children will have looked at fruit and vegetables. In particular, making a healthy smoothie mixture.
•	Children will be able to recall what is a healthy and unhealthy food whilst being able to identify where they are grown.

Key Knowledge	
•	To know that 'diet' means the food and drink that a person or animal usually eats.
•	To understand what makes a balanced diet.
•	To know where to find the nutritional information on packaging.
•	To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.
•	To understand that I should eat a range of different foods from each food group, and roughly how much of each food group.
•	To know that nutrients are substances in food that all living things need to make energy, grow and develop.
•	To know that 'ingredients' means the items in a mixture or recipe.
•	To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy.
•	To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'.

Key Skills	
•	Designing a healthy wrap based on a food combination which works well together.
•	Slicing food safely using the bridge or claw grip.
•	Constructing a wrap that meets a design brief.
•	Describing the taste, texture and smell of fruit and vegetables.
•	Taste testing food combinations and final products.
•	Describing the information that should be included on a label.
•	Evaluating which grip was most effective.

Key Questions	
•	What 5 food groups make up a healthy, balanced plate?
•	How do nutrients help humans?
•	What contributing factors lead to people eating different food groups? E.g. vegetarians.



The five different food groups are:

1. Carbohydrates
2. Fruits and vegetables
3. Protein
4. Dairy
5. Foods high in fat and sugar



Mechanisms – Fairground wheel

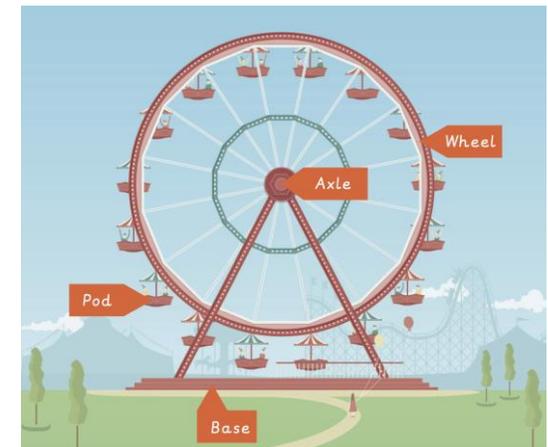
Essential Vocabulary	
Axle	A long straight piece of material which connects to a rotating component.
Ferris wheel	A ride at a fairground which carries passengers around a large vertical wheel.
Ferris wheel pod	The container which carries passengers around the ferris wheel
Mechanism	The parts of an object that move together as part of a machine
Evaluation	When you look at the good and bad points about something, then think about how you can improve it.
Waterproof	Material that does not allow water to pass through it.
Frame	A structure that surrounds something

Links to Prior Learning
<ul style="list-style-type: none"> In Year 1, we learnt that a mechanism are parts of an object that move together We learnt that slider mechanisms move side to side We made a moving story book

Key Knowledge
<ul style="list-style-type: none"> To know that different materials have different properties and are therefore suitable for different uses. To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve any problems that may occur.

Key Skills
<ul style="list-style-type: none"> Selecting a suitable linkage system to produce the desired motions. Designing a wheel Selecting appropriate materials based on their properties. Selecting materials according to their characteristics Following a design brief Evaluating different designs Testing and adapting a design

Key Questions
Where is the fixed pivot on the ferris wheel?
What allows the ferris wheel to rotate in a circular motion?
What is the difference between a fixed and a loose pivot?
What materials are resistant to water?
What would happen if a ferris wheel did not have an axle?





Year 2- Indian Printing

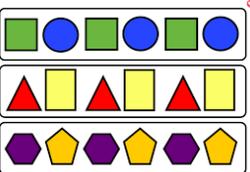


Essential Vocabulary	
India	Is a country in the continent of Asia.
Block printing	A printing technique involving carving a pattern onto a large block, covering that design in ink or dye, and stamping it onto a background.
Relief printing	Is where the design sticks out from the surface. This bit gets covered with ink or paint and makes a print.
Etching	To cut into the surface of something to form lines
Pattern	a repeated decorative design

Key Knowledge
<ul style="list-style-type: none"> • Printing makes a copy. • Indian printing styles have developed throughout the centuries. Each style incorporates the Indian culture, traditions and religious beliefs. • In India, fabrics are made by an ancient method called block printing.

Key Questions
<ul style="list-style-type: none"> • What is printing? • How do you make a print? • What is the difference between block printing and relief printing? • What would you change about your print?

Links to Prior Learning
<ul style="list-style-type: none"> • EYFS- mark making • Year 1 – African printing

Key skills
<p>Lino Block Print</p>  
<p>Relief print</p>  
<p>Rubbings</p>  
<p>Repeated patterns</p>  

Essential Vocabulary	
Achievements	A thing done successfully with effort, skill, or courage.
Activist	A person who campaigns to bring about political or social change.
Segregation	The action of setting someone or something apart from others.
Prejudice	An opinion that is not based on reason or actual experience
Boycott	a form of protest by refusing to buy or engage with a person or company.
Rebellion	When people refuse to obey orders and fight against authority.
Racism	When someone treats another person badly or unfairly because of their skin colour or race
Civil rights	The rights and freedoms that everyone should have, like the right to be treated fairly, vote, and have equal opportunities

Key Knowledge
<ul style="list-style-type: none"> Emily Wilding Davison was an English suffragette who fought for votes for women in Britain in the early twentieth century. The Suffragettes were part of the 'Votes for Women' campaign that had long fought for the right of women to vote in the UK. Emily Davison was arrested for public demonstrations. Emily Davison died in 1913 after jumping in front of a horse as a form of protest. Rosa Parks was an American civil rights activist. She refused to give up her seat on 1st December 1955. Black people were segregated and discriminated for the colour of their skin.

Key Questions
<ul style="list-style-type: none"> What is equality? Why was Emily Davison significant? Who were the Suffragettes? Why Rosa Parks was significant? What was the bus boycott? What are the similarities and differences between Davison and Parks? What impact did these events and people have on life today?

Links to Prior Learning
<ul style="list-style-type: none"> Builds upon previous learning of changes within living memory.



Rosa Parks



Emily Davison

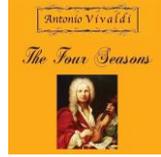
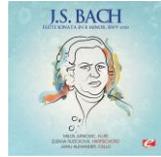
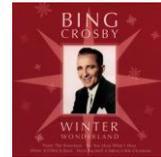
The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The position of the note.
Call and response	Two separate musical phrases, the second one responds to the first.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is

Key Questions
Listening
<ul style="list-style-type: none"> What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music?
Singing
<ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (vocal)
<ul style="list-style-type: none"> How can you engage with the audience? What were your reflections on the live/recorded performance?

Links to Prior Learning
In Year 1 (Summer term), children learned to sing songs with a pitch range and children created music in response to non-musical stimuli.

Key Knowledge
<ul style="list-style-type: none"> Recognising the varying dynamics in pieces of music such as: Shake Your Sillies Out! Recognising and responding to a leader's directions and visual symbols during singing. Knowledge of various cultures and genres of music such as within Indonesian and Indian Classical.

Wider Opportunities	
Listening suggestions for this term	
	Four Seasons by Antonio Vivaldi
	Flute sonata in B Minor by Bach
	Winter Wonderland by Bing Crosby
Music groups in our local area	
<ul style="list-style-type: none"> Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre Greater Manchester Music Hub 	

Dance - Pirates



Essential Vocabulary	
Shape	the designs created by dancers on the same stage
Movement	the movement of the body in a rhythmic way, usually to music and within a given space
Action	What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight
Mirroring	dancers to do the same travel, jump, shape or balance at exactly the same time
Pattern	a repetition of lines, shapes, and/or movements that results in a spatial or movement design
Sequence	a form of dance in which a preset pattern of movements is followed, usually to music which is also predetermined

Links to Prior Learning
<ul style="list-style-type: none"> • Creating shapes in Year 1 • Start and finish sequences in Year 1 • Move confidently in different ways in EYFS • Providing feedback to peers in Year 1.



Key Knowledge
<ul style="list-style-type: none"> • How to translate ideas into simple theme related shapes, movements, actions • How to use words of a poem to create shape or movement • That we need to control our speed to ensure safety • How to turn what I see into ways of moving • How to listen to other people's ideas and vocalise my own thoughts • Use simple technical language to give feedback

Key Skills
<ul style="list-style-type: none"> • Use my body and create theme related shapes, movements and actions • Use my body to express simple theme related shapes, movements and feelings • Show different levels when I travel • Use pictures to create shapes, movements and actions • Remember a basic sequence of movement when led by a teacher • Identify what good looks like

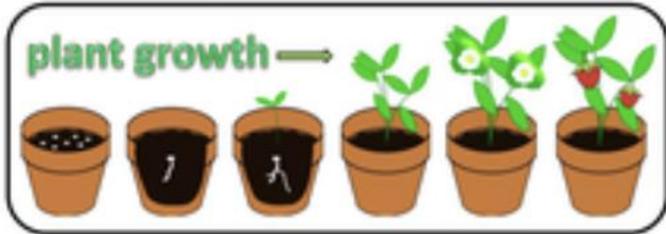
Key Questions
<ul style="list-style-type: none"> • Can I perform simple movement patterns? • Can I demonstrate agility, balance and co-ordination? • How can I communicate well with my partner? • Can I start to link skills to perform actions and sequences of movement? • How to communicate feedback to others using simple technical language?



Science Knowledge Organiser Year 2 Autumn 2

Links to Prior Learning

- Understand that seeds can turn into plants (Nursery)
- Know how to care for a plant (Reception)
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)



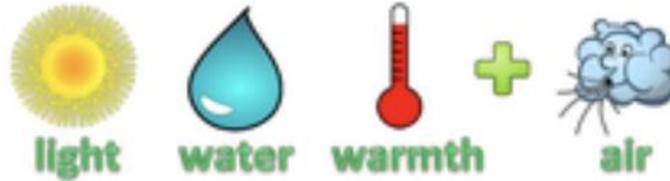
Key Questions

- What is the structure of a plant?
- How do plants grow?
- What does a plant need to grow healthily?
- What happens to a plant as it grows?
- What is a flower?

Key Knowledge

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



Enquiry Skills – Science Disciplines

- Ask simple questions recognising that they can be answered in different ways
- Observe closely, using simple equipment perform simple tests
- Identify and Classify use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Use their observations and ideas to suggest answers to questions.
- Talk about what they have found out and how they found it out. Begin to use simple scientific language.
- Use their observations and ideas to suggest answers to questions.

Essential Vocabulary

Germination	Germination is the process by which seeds begin to grow into plants.
Survival	Plants have four basic survival needs: water, air, food, and soil structure that shelters roots.
Bulb	Some plants grow first from a seed, and then develop a bulb that helps them to grow back year after year. A bulb lets the plant rest underground over the winter.
Temperature	Temperature is the measure of the warmth or coldness of an object or material.

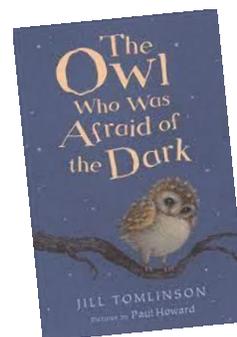
PLANTS





Essential Vocabulary	
predict	Explaining what we think might happen, based on what has happened so far or on clues given on the cover of a book.
expanded noun phrase	Two adjectives separated by a comma to describe a noun. For example: a wide, gentle face.
coordinating conjunction	A word that joins two main clauses (which both make sense on their own) together, such as and, but, so, or. For example: <i>The night sky is dark and cold but the morning sky is bright and warm.</i>
present tense	Writing that shows something is happening now, or remains true.
adverb	Words that explain how, when, or where something is done. We are focusing on adverbs of manner, which usually end in the suffix -ly. For example: gently, silently.
title	The name of a book or piece of writing.
introduction	A beginning section of a text that explains to the reader what they will find out about and aims to get them interested in the topic.
sub-heading	A mini-title to show what a section of writing is about.
habitat	Where an animal lives.
appearance	What something looks like.
habit	Something a person or creature does regularly, such as washing themselves or going hunting at night.

Key Knowledge
<p>Our writing will be inspired by Jill Tomlinson's story "The Owl Who Was Afraid of the Dark" this half term. We will write a non-chronological report (fact sheet) about owls using information from the book, descriptions of owls and how they fly, and even produce letters in character as Plop the owl!</p> <p>Our non-chronological reports will have an interesting title and introduction. We will use subheadings to help us organise all our information about owls into sections. Our fact sheets will be written in the present tense and contain lots of facts and scientific vocabulary.</p>



Links to Prior Learning
<ul style="list-style-type: none"> Science: Seasonal Changes – Year 1, Living Things and their Habitats – Year 2 English: 'Owl Babies' – EYFS, Non-Chronological Report – Year 1

Key Skills
<ul style="list-style-type: none"> Use co-ordination (and, but, or) Add -ly to turn adjectives into adverbs Use commas to separate items in a list Include specific vocabulary linked to the topic of owls Write clear and precise descriptions Write in the present tense Create interesting titles and introductions Use sub-headings to group information Find and use facts from research

Key Questions
<ul style="list-style-type: none"> Do you prefer fiction or non-fiction? Why do you think this is? How are fiction and non-fiction texts different from each other? What are you afraid of and how does this affect you? How can we find out about topics that we are interested in? How are owls suited to their habitats? How do owls' appearance help them to survive? What habits do owls have? What else would you like to find out about owls?

What is bullying?

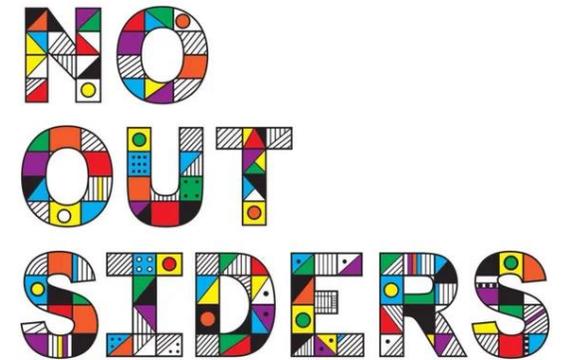
Essential Vocabulary	
bullying	when one person repeatedly and intentionally hurts, threatens another person and makes them feel uncomfortable
respect	treat other people with kindness and appreciate everyone's value
permission	when someone allows another person to do something.
hurtful	actions, words or behaviours that are unkind
online	connected to the internet using an electronic device, on an iPad perhaps to play games

Links to Prior Learning
<ul style="list-style-type: none"> managing self (Nursery and Reception) being my best (Nursery and Reception) right and responsibilities (Nursery and Reception)

Key Knowledge
<ul style="list-style-type: none"> know about how our words and actions can affect how other people feel know how to say no to unwanted behaviour know why name calling, hurtful teasing, hitting others or deliberately leaving others out is unacceptable behaviour know how to report bullying or unwanted hurtful behaviour, in person with a trusted adult or online

RSE No Outsiders
<p>The First Slodge by Jeanne Willis.</p> <p>The children will explore the idea that we are all different how sometimes it is difficult to get along with everyone.</p> 

Key Questions
<ul style="list-style-type: none"> what is bullying? what can we do if we don't like the behaviours of others? how do we stay safe online? who can we talk to if we are worried or feel uncomfortable?



Christianity: Christmas: Good news



Essential Vocabulary	
Messenger	A person who carries a message or is employed to carry messages.
Angel Gabriel	In the Abrahamic religions (Judaism, Christianity and Islam), Gabriel is an archangel with the power to announce God's will to humans.
Messiah	A leader regarded as the saviour of a particular country, group, or cause.
Bethlehem	A town in the West Bank, situated in the Judaeen Hills 5 miles (8 km) south of Jerusalem.

Links to Prior Learning
<ul style="list-style-type: none"> Which stories are special and why? EYFS Which places are special and why? EYFS

Key Knowledge
<ul style="list-style-type: none"> Angel Gabriel, "I bring you good news that will bring great joy to all people. The Saviour—yes, the Messiah, the Lord—has been born today in Bethlehem, the city of David!" The news needed to be shared as Christians believe it was a life changing event. The word "angel" is a more broad term, while "archangel" refers to a specific rank of angels who are entrusted with special tasks.

Key Skills
<ul style="list-style-type: none"> Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religious practices. Recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers? Retell religious, spiritual and moral stories.

Key Questions
<ul style="list-style-type: none"> How do we share good news? What types of good news do we share? What was the good news of Christmas? Was the news of Jesus Christ considered good for all? Has the term good news when related to Christmas changed at all from its original purpose?

Addition and Subtraction - Number



Lime Tree
Primary Academy

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Essential Vocabulary	
Total	Including everything added together
Add	Join to something to increase the size, number or amount.
Subtract	To take away from something else to decrease the size, number or amount
Difference	The difference in quantity between two numbers
Bar model	A visual strategy to help solve number problems using different-sized rectangles to represent numbers.
Column	A vertical division of a sum
Addition	The action or process of adding something to something else
Subtraction	The process or skill of taking one number or amount away from another.

Our Small Steps of Learning

- Step 1 Bonds to 10
- Step 2 Fact families - addition and subtraction bonds within 20
- Step 3 Related facts
- Step 4 Bonds to 100 (tens)
- Step 5 Add and subtract 1s
- Step 6 Add by making 10
- Step 7 Add three 1-digit numbers
- Step 8 Add to the next 10
- Step 9 Add across a 10
- Step 10 Subtract across 10
- Step 11 Subtract from a 10
- Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)
- Step 13 10 more, 10 less
- Step 14 Add and subtract 10s
- Step 15 Add two 2-digit numbers (not across a 10)
- Step 16 Add two 2-digit numbers (across a 10)
- Step 17 Subtract two 2-digit numbers (not across a 10)
- Step 18 Subtract two 2-digit numbers (across a 10)
- Step 19 Mixed addition and subtraction
- Step 20 Compare number sentences
- Step 21 Missing number problems

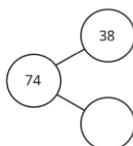
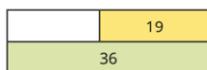
Key Questions

- How many more do you need to make 10?
- If $4 + 5 = 9$, what is the missing number in $14 + = 19$? How do you know?
- If 2 ones plus 3 ones is equal to 5 ones, what is 2 tens plus 3 tens?
- How many tens are there in 100?
- What do you need to add to make 100?
- What can you partition ____ into?
- Does it matter what order you add the numbers in?
- What do you need to add to get to the next 10?
- How many do you need to take away?
- If you know that $4 + 6 = 10$, what is $50 - 6$?
- What do you notice about the positions of the numbers on the hundred square?
- Can you make an exchange? Why?
- What can you exchange 1 ten for?
- Is the question an addition or a subtraction? How do you know?

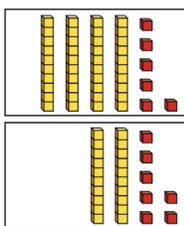
Links to Prior Learning

- Representing number bonds to 5 in Reception
- Using a part-whole model in Reception
- Partitioning numbers into parts in Reception
- Interpreting mathematical statements in Year 1
- Adding and subtracting to 20 in Year 1

• Work out the missing parts.



▶ $46 + 27$



Key Knowledge

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers