



## Year 2 - Painting/ Dry Media Portraits Elizabeth Vigee Le Brun, Vincent Van Gogh



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### Essential Vocabulary

Portrait	A painting, drawing, photograph or engraving of a person, especially one depicting the face or head and shoulders.
Self Portrait	A portrait that an artist produces of themselves.
Primary Colour	Primary colours are basic colours that can be mixed together to produce other colours. They are <b>red</b> , <b>yellow</b> , <b>blue</b> .
Facial features	Elements on a face such as eyes, nose or lips.
Elisabeth Vigee Le Brun	A highly fashionable portrait painter from the 18 <sup>th</sup> century born in France in 1755.
Vincent Van Gogh	A world famous painter from the 19 <sup>th</sup> century born in the Netherlands in 1853.

### Key Knowledge

- Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone. But portraits have always been more than just a record. They have been used to show the power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter.
- Artists would use a variety of media such as oil based and water based paints, pencil, charcoal, pen, ink and pastels.
- Artists use layering techniques in their work to add depth and texture to the painting, giving it a three dimensional aspect.

### Key Questions

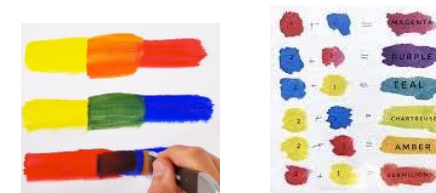
- Why did people paint portraits?
- What media did artists use to create portraits?
- Why do artists use a layering technique in their portraits?

### Links to Prior Learning

- EYFS- mark making
- Year 1 - Cubism

### Key skills

Colour mixing- create secondary colours using primary colours



Mixed media layering



Experiment with different types of paint



Experiment with line, shape, pattern and colour



Year 2 - Spring 1- Art

# Fiction - Adventure



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Essential Vocabulary	
command	A sentence that includes an imperative verb that tells the reader what to do. For example: <b>Feed your dragon regularly.</b>
question	A sentence that begins with a question word (how, what, when, why, where, if, do/did etc) and ends with a question mark.
statement	A sentence that explains something to the reader and ends with an exclamation mark. For example: <b>George cried huge tears.</b>
exclamation	A sentence that starts with 'What' or 'How' and ends with an exclamation mark. For example: <b>What a wet day!</b> or <b>How beautiful!</b>
subordinating conjunctions	A word that joins a main clause and a subordinate clause (which does not make sense on its own), such as <b>when, if, because.</b> For example: <b>When George landed, the dragons clambered down.</b>
progressive verb form	Shows that an action is, has been, or will be in progress. For example: <b>We were reading</b> (past progressive). <b>We are reading</b> (present progressive). <b>We will be reading</b> (future progressive)
past tense	Writing about something that has already happened.
present tense	Writing about something that is happening now, or something that remains true.
third person	Writing uses the pronouns he, she, they, them, theirs, his, hers.

Key Knowledge
<p>We will explore the book 'The Dragon Machine' by Helen Ward and write our own adventure narratives inspired by this. To prepare for this, we will create posters and write letters warning people about a dragon invasion in our classroom, write character descriptions about dragons, and produce diary entries in character as George. We will even write guides on how to care for dragons and invent our own flying dragon machines!</p> <p>Adventure stories usually feature a hero, a problem or a quest and a journey. They are written to entertain readers and are often exciting, achieving this by making readers care about the characters.</p>



Links to Prior Learning
<ul style="list-style-type: none"> <li>Science: Seasonal Changes - Year 1, Living Things and their Habitats - Year 2</li> <li>English: Adventure Stories, Diary entries - Year 1, Letters, instructions - Year 2</li> <li>PSHE: Rights and Responsibilities - Reception, Looking after each other and the world - Year 1.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Write sentences with different forms: statement, question, exclamation, command</li> <li>Use subordination (because, when)</li> <li>Use present and past tenses correctly and consistently, including some progressive forms</li> <li>Use exclamation marks and question marks correctly</li> <li>Use phrases from story language</li> <li>Create and describe characters and settings</li> <li>Write in 3rd person</li> <li>Sequence events into a beginning, middle and end</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>How important are relationships with other humans?</li> <li>How important are relationships with animals?</li> <li>What does it mean to be lonely?</li> <li>What can we do to combat loneliness?</li> <li>If you could have any pet (real or imaginary) what would it be and why?</li> </ul>

Year 2 - Spring 1 - English

# Year 2 - Spring 1 - Computing

## Programming - Moving a Robot

Instruction:	A specific command for the computer.
Sequence:	Ordered steps for a task.
Clear:	Easy to understand instructions.
Unambiguous:	Instructions with a single, clear meaning.
Algorithm:	Step-by-step instructions to solve a problem.
Program:	Set of instructions for the computer.
Order:	Arrangement of instructions in a program.
Prediction:	Anticipating outcomes based on instructions.
Artwork:	Creative digital designs using programming.
Design:	Planning program structure and functionality.
Route:	Predefined path or sequence of movements.
Mat:	Coded surface for guiding programmable devices.
Decomposition:	Breaking down tasks into manageable parts

### Links to Prior Learning

In Year 1, the children have had some experience of creating short programs using floor robots and predicting the outcome of a simple program.

### Key Knowledge

- Follow instructions given by someone else
- Choose a series of words that can be enacted as a sequence
- Give clear instructions
- Use the same instructions to create different algorithms
- Use an algorithm to program a sequence on a floor robot
- Show the difference in outcomes between two sequences that consist of the same commands
- Follow a sequence
- Predict the outcome of a sequence
- Compare my prediction to the program outcome
- Explain the choices I made for my mat design
- Identify different routes around my mat
- Test my mat to make sure that it is usable
- Explain what my algorithm should achieve
- Create an algorithm to meet my goal
- Use my algorithm to create a program
- Test and debug each part of the program
- Plan algorithms for different parts of a task
- Put together the different parts of my program

### Key Skills (NC Skills)

- Understand the basic principles of photography, including composition, framing, lighting, and how to reduce blur.
- Use an online photo editing tool to apply filters to images

### Key Questions

How do we give instructions to a robot to make it move in a specific direction?  
Can you explain the difference between a clear and an ambiguous instruction in robot programming?  
How can we use decomposition to break down a complex task into simpler steps for programming a robot?  
What creative designs or artwork can we create using programming to make our robots perform interesting tasks?

### Key Questions

#### Online Bullying

Identify some characteristics that are typical of bullying behaviour (online and offline)  
Consider the motives behind bullying behaviour.  
Show awareness of the range of emotions that people involved in a bullying situation may feel.





### Essential Vocabulary

Physical geography	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, jungle, forest, hills
Human geography	city, town, village, factory, farm, house, office, port, harbour and shop
A local study	local, village, town, city, county, country, continent, school, home, house, fieldwork, north, east, south, east, compass, locate, route, map, aerial view, caravan, terrace, detached, semi-detached, terrace.

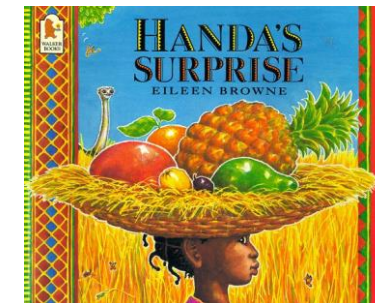
### Spring 1 - Key Knowledge

- Knowledge of the seasonal and daily weather patterns in the local area and U.K.
- Knowledge of the geographical similarities of England and a non-European country (Tanzania) and the features of these countries on a national and international level.
- Knowledge of how land use and landscapes can be changed by humans and relate this to the countries studied.
- Knowledge of the different house types and why people have chosen these house types.

### Spring 2 - Key Knowledge and Fieldwork Skills

- Knowledge of the similarities and differences in how people live in contrasting global environments such as the Arctic Tundra and Sahara Desert.
- Observations to study the local geography and the human activity evident in the local area.
- Charts to express opinions
- Identification of different land use types

### Story Stimulus



Handa's Surprise by Eileen Browne

### Fieldwork Visit

- Fieldwork case study - Local community of Sale/Sale Moor - Sale Moor and 'Stone Town' (Tanzania) physical environment comparison.

### Key Skills

- Name and locate the world's 7 continents and 5 oceans.
- Use of basic vocabulary relating to human and physical geography and use of mathematical vocabulary to describe position, location and direction.
- Use of world maps, atlases and globes to identify the U.K, other countries, continents and oceans as well as hot and cold areas of the world in relation to the equator and the poles.
- Use of simple compass directions and/or a simple map to follow a route and ability to make a simple map with symbols.

# The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 2)

## Year 2 - Spring 1 - English

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

Links to Prior Learning
In Autumn, Year 2 have learned about dynamics and whether the piece of music is 'piano' or 'forte'. Children have learned to engage with an audience by performing as a choir.

Key Knowledge
<ul style="list-style-type: none"> <li>Recognising the varying tempo in pieces of music and mark this by tapping and clapping.</li> <li>Recognising the strongest beat in a group of beats.</li> <li>Ability to respond to pitch changes through movement and dance.</li> <li>Knowledge of copy cat rhythms to inspire composition of individual word patterns to a piece of music.</li> </ul>

Wider Opportunities	
Listening suggestions for this term	
	Freddie Mercury I was born to love you
	New Order Blue Monday
	K.D Lang Constant Craving
Music groups in our local area	
<ul style="list-style-type: none"> <li>Trafford Music Service (choirs and instrument lessons)</li> <li>Sale Youth Choir</li> <li>One Education Music Centre</li> <li>Greater Manchester Music Hub</li> </ul>	

Year 2 - Spring 1 and Spring 2 - Music

# Money - Measurement



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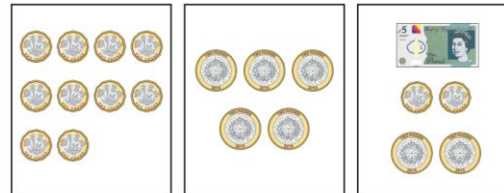
Essential Vocabulary	
Pounds	The basic monetary unit of the UK, equal to 100 pence.
Pence	A British bronze coin and monetary unit equal to one hundredth of a pound
Coins	A flat disc or piece of metal with an official stamp, used as money.
Notes	An amount of paper money in a particular currency
Change	The money returned after paying for something with more money than it costs.

Links to Prior Learning	
<ul style="list-style-type: none"> <li>In Year 1, recognize the value and denominations of different coins and notes</li> <li>Explore and play with money in EYFS</li> </ul>	

Our Small Steps of Learning	
Step 1	Count money - pence
Step 2	Count money - pounds (notes and coins)
Step 3	Count money - pounds and pence
Step 4	Choose notes and coins
Step 5	Make the same amount
Step 6	Compare amounts of money
Step 7	Calculate with money
Step 8	Make a pound
Step 9	Find change
Step 10	Two-step problems

Key Questions
<ul style="list-style-type: none"> <li>What is this coin worth?</li> <li>Which coin/note is worth more?</li> <li>How much money is there altogether?</li> <li>How much money do you need? How much money have you got? How much more money do you need?</li> <li>Can you find another way to make the same amount?</li> <li>Can you swap any notes/coins to make the same amount?</li> <li>If the number of pounds is the same, what can you compare?</li> <li>How many pence are there in £1?</li> <li>If you have £___ and spend ___p, how much change will you get?</li> </ul>

Choose £6 from each box.



- Which note is worth the most?



How do you know?



- Which coin is worth the least?



How do you know?



Key Knowledge
<ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>

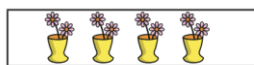
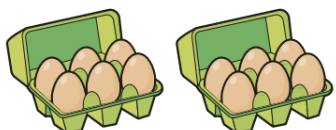
# Multiplication and Division - Number



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Essential Vocabulary	
Multiply	increase greatly in number or quantity by the same amount
Divide	Separate into equal groups
Sharing	Splitting into equal parts or groups
Grouping	Creating groups of equal amounts
Times table	The multiples of a specific number
Array	Arrangement of objects, pictures, or numbers in rows and columns

Links to Prior Learning
<ul style="list-style-type: none"> <li>In EYFS understanding that some amounts will share equally into two equal groups and some won't.</li> <li>In Year 1 count in multiples of 2s, 5s and 10s.</li> <li>In EYFS and Year 1 recognize equal and unequal groups.</li> </ul>



Our Small Steps of Learning	
Step 1	Recognise equal groups
Step 2	Make equal groups
Step 3	Add equal groups
Step 4	Introduce the multiplication symbol
Step 5	Multiplication sentences
Step 6	Use arrays
Step 7	Make equal groups - grouping
Step 8	Make equal groups - sharing
Step 9	The 2 times-table
Step 10	Divide by 2
Step 11	Doubling and halving
Step 12	Odd and even numbers
Step 13	The 10 times-table
Step 14	Divide by 10
Step 15	The 5 times-table
Step 16	Divide by 5
Step 17	The 5 and 10 times-tables

Key Questions
<ul style="list-style-type: none"> <li>Are the groups equal or unequal? How do you know?</li> <li>How do you know if a group is equal or not equal to another group?</li> <li>How many equal groups are there? How many are in each group?</li> <li>What does the multiplication symbol look like?</li> <li>Can you draw a picture to show this multiplication?</li> <li>Why do <math>3 \times 2</math> and <math>2 \times 3</math> have the same total?</li> <li>How can you show counting in 2s?</li> <li>How can making/drawing an array help you?</li> <li>If you know what <math>10 \times 5</math> is, how could you work out <math>10 \times 6</math>?</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> </ul>



# Invasion Games - Skills 2



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Essential Vocabulary	
opponent	a person who is on the other side in a game
possession	to have control of something (the ball)
defender	a player whose task it is to protect their own side's goal/net
attacker	a player whose task is to attack the other side's goal/net in the attempt to score
dummy pass	pretending a hand pass or foot pass to a teammate and then changing direction suddenly to escape the opponent who has been fooled by the move.

Links to Prior Learning
<ul style="list-style-type: none"> <li>From Year 1:</li> <li>How to receive a bounce pass differently to a chest pass.</li> <li>That being able to dodge off both feet makes me twice as hard to catch.</li> <li>To move into space after passing a ball</li> <li>How to move around and be aware of others.</li> </ul>



Key Knowledge
<p>How far to throw the ball in relation to where I am standing and my partner is.</p> <p>To stand in a position of readiness to receive the ball on the 1st bounce</p> <p>To track the flight of the ball right into my hands.</p> <p>To stay light on my feet and be prepared to move quickly</p> <p>To turn my body so I can see my opponent and the ball when defending</p> <p>To keep my body between the ball and my opponent to shield it.</p> <p>How to deceive defenders by using dummy passes or 'giving the eyes'</p> <p>To think ahead when not in possession.</p> <p>To work hard in attack and defence for the good of the team</p>

Key Skills
<p>I can throw over-arm for my partner to catch after one bounce.</p> <p>Catch a ball consistently after one bounce.</p> <p>To move my opponent around court when playing against them</p> <p>Track an opponent</p> <p>Intercept a pass</p> <p>Close the space down that attackers have to work in</p> <p>Pass the ball consistently with control.</p> <p>Retain possession of the ball.</p> <p>Compete with some spatial awareness in team games</p> <p>Pass and move decisively</p>

Key Questions
<ul style="list-style-type: none"> <li>Can I manage my feelings and behaviour well?</li> <li>What must you think about when defending?</li> <li>What must you think about when attacking?</li> <li>How do you use a 'dummy' pass?</li> <li>How do you catch a ball?</li> <li>How can you throw a ball with control?</li> </ul>



Year 2 - Spring 1 - P.E



# PSHE/RSE Knowledge Organiser Year 2 Spring 1



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## What Jobs do People Do?

Essential Vocabulary	
job	A job is like grown-up work that people do to help others or make things better. It's something you do to earn money, and it can be lots of different things.
earn	Earning is when you do something good or helpful, and then you get a reward for it
money	Money is like special coins and colorful paper that people use to trade for things they want or need
strength	Strengths are like the super-duper good things about you on the inside. It's not about having muscles like superheroes, but it's more about being really nice, honest, or brave.
spend	Spend is when you use your money to get something you really like or need.
Links to Prior Learning	
<ul style="list-style-type: none"> <li>Who helps us to keep/stay safe? (EYFS Year 1)</li> </ul>	

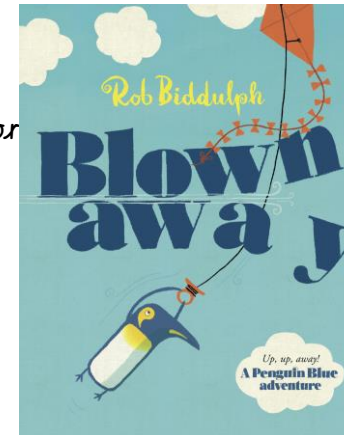
### Key Knowledge

- understand how jobs help people earn money to pay for things
- know about different jobs done by people they know and in their community
- know that everyone has different strengths and interests that would help them to choose a job
- understand how people use the internet and other electronic devices to help in their job

### RSE No Outsiders

Blown Away by Rob Biddolph

Children will discuss how everyone in class or school is different and what it's like to work with different people or friends.



### Key Questions

- what different jobs do people do?
- why do we need a job?
- how to people choose their jobs?
- what job would I like to do?

NO  
OUT  
SIDERS

# Who is Jewish and what do they believe?



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Essential Vocabulary	
Mezuzah	A parchment inscribed with religious texts and attached in a case to the doorpost of a Jewish house as a sign of faith.
Shema	It was a daily prayer for ancient Israelites and is still recited by Jewish people today.
Challah	Challah is a special bread of Ashkenazi Jewish origin, usually braided and typically eaten on ceremonial occasions such as Shabbat and major Jewish holidays.
Shabbat	Shabbat is a festive day when Jews exercise their freedom from the regular labours of everyday life.
Pesach	Passover, also called Pesach is a major Jewish holiday, one of the three pilgrimage festivals.

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

Key Knowledge
<ul style="list-style-type: none"><li>• Some Jewish people write G-d, because they do not want the name of God to be erased or defaced.</li><li>• Mezuzah has the words of the Shema inside.</li><li>• Jewish people prepare for Shabbat by lighting candles, blessing the children, wine, challah bread, family meal, rest. Some Jewish people call it the 'day of delight'.</li></ul>

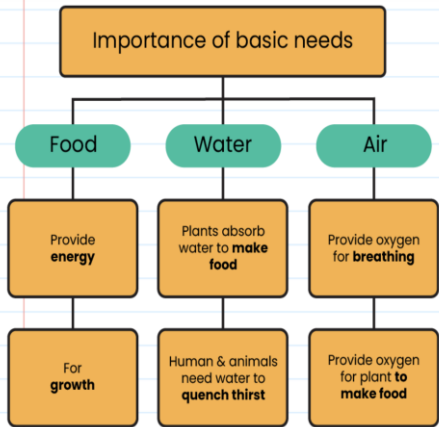
• Key Skills
<ul style="list-style-type: none"><li>• Identify how religion and belief is expressed in different ways.</li><li>• Identify similarities and differences in features of religious practices.</li><li>• Recognise symbols and other forms of religious expression from their own experience. How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

Key Questions
<ul style="list-style-type: none"><li>• How is the Mezuzah used?</li><li>• What are the words of Shema?</li><li>• Why do Jews have this in their home?</li><li>• Why is rest good when we are busy?</li><li>• How do Jews make a special time to remember?</li></ul>





# Animals Including Humans



## Links to Prior Learning

Children will know the difference between herbivores and carnivores (Reception)  
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Year 1)  
Identify, name, draw and label the basic parts of the human body (Year 1)

## Key Questions

What do animals eat?  
What do animals need to survive?  
What do humans need to stay happy and healthy?  
Why do we need to eat different foods?

## Key Knowledge

Notice that animals, including humans, have offspring which grow into adults.  
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  
Describe the importance for humans to exercise, eat the right amounts of different types of food and hygiene.

## 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

Hygiene	Any practice or activity that you do to keep things healthy and clean.
Life cycle	The series of stages through which a living thing passes from the beginning of its life until its death.
Nutrients	These are important substances you get from food that help your body survive and grow. Nutrients include carbohydrates, proteins, fats, vitamins, and minerals.
Offspring	The babies that animals and humans have.

