



# What helps us to stay safe?

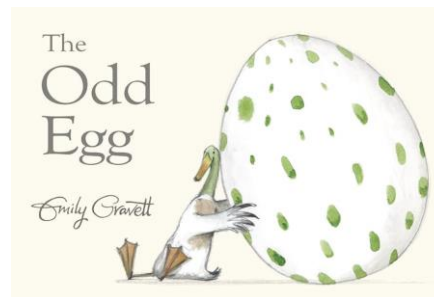
## Essential Vocabulary

rules	"Rules" are like instructions or guidelines that help us know what we should do and what we shouldn't do
risk	"Risk" means trying something new or doing something that might be a little bit dangerous or uncertain. Like when you try to jump over a small puddle - you might make it to the other side, or you might get your feet wet!
medicines	"Medicine" might be pills, syrups, or liquids, that are used to treat illnesses or help us stay healthy
peer pressure	Peer pressure is when you feel influenced or pushed by your friends or people your age to do something, whether it's good or bad.
trustworthy	"Trustworthy" means someone or something that you can rely on and believe in because they are honest, dependable, and do what they say they will do.

## Key Knowledge

- understand how rules and restrictions help to keep them safe
- learn to recognise risky/unsafe situations and how to make choices to stay safe
- understand how to resist the pressure to do something that makes them unsafe
- understand how not everything they see online is real, true or trustworthy

## RSE No Outsiders



Children will discuss what makes us feel proud and that when things go wrong, we might feel embarrassed, but we know we can find a solution.

## Key Questions

- why do we have rules?
- what is risk?
- what is pressure?
- can we believe everything we read online?
- how do we keep safe online?

## Links to Prior Learning

- Who helps us to keep/stay safe? (EYFS Year 1)



**Danger  
Deep Water**



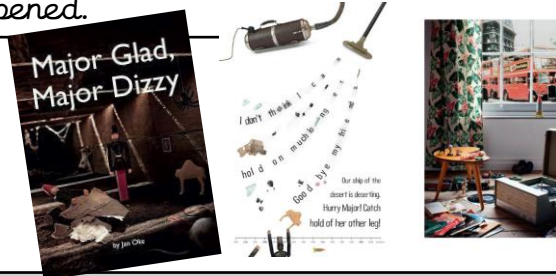
**No  
Swimming**

# Historical Fiction: Recount - Diary



Essential Vocabulary	
empire	A group of countries that has been conquered by another country, which now rules over them.
Major	A senior military officer rank used in the army of many countries.
time adverbs	Words that help sequence ideas or events, such as <i>first, next, after that, years later, finally.</i>
possessive apostrophe	A punctuation mark used to show that something belongs to someone or something. For example: <i>William's toy box.</i>
subordinating conjunctions	A word that joins a main clause and a subordinate clause (which does not make sense on its own), such as <i>when, that, because.</i> For example: <i>I was cross that Amelia hid my toys.</i>
progressive verb form	Shows that an action is, has been, or will be in progress. For example: <i>She was reading</i> (past progressive). <i>She is reading</i> (present progressive). <i>She will be reading</i> (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.
first person	Writing uses the pronouns <i>I, me, we, us, ours, mine.</i>

Key Knowledge
<p>Our writing this half term will be inspired by 'Major Glad, Major Dizzy' by Jan Oke. This book of beautiful photographs is based on the true discovery of a hidden hoard of Victorian toys under Jan's floor! We will use these to explore some of the milestones in recent British history and write diary entries about these.</p> <p>Diary entries are texts written by a person (real or fictional) to recount something that happened to them. They are written in the past tense, in the order in which the events happened, using time adverbs to sequence these. They usually include the writer's emotions or opinions about what has happened.</p>



Links to Prior Learning
<ul style="list-style-type: none"> <li>History - Changes Within Living Memory (Y1), Changes Beyond Living Memory (Y2)</li> <li>Geography - Where We Live (Y1)</li> <li>English - Diary entries (Y1)</li> <li>Understanding the World - Past and Present (Reception)</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Use the progressive form of verbs in the present and past tense</li> <li>Use the present and past tenses correctly and consistently</li> <li>Use subordination</li> <li>Use possessive apostrophes (singular)</li> <li>Include detail and description</li> <li>Write in the 1st person</li> <li>Order events with adverbs of time</li> <li>Include personal comments and own viewpoint</li> <li>Set the scene with a clear opening</li> <li>Finish with a closing statement that includes a personal comment or summary</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>How important are toys?</li> <li>What is your favourite toy and why?</li> <li>If your toys could talk, what would they say about you?</li> <li>Do all children have the right to play?</li> <li>Have you ever found anything special that was hidden away?</li> <li>How have toys changed since your grandparents were children?</li> <li>Why do people write diaries?</li> </ul>

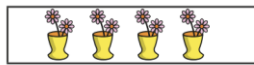
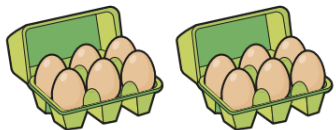
# Multiplication and Division - Number



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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>

# Length, Height, Mass, Capacity and Temperature - Measure



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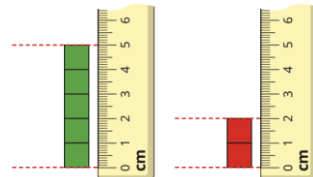
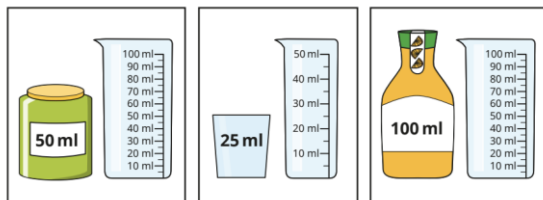
Essential Vocabulary	
Compare	Estimate, measure, or note the similarity or dissimilarity between
Order	The arrangement of things in relation to each other
Length	The measurement of something from end to end
Height	The measurement of something from base to top
Centimetre	A metric unit of length
Balance scales	Devices used to measure the weight or mass of an object.
Thermometer	An instrument for measuring and indicating temperature
Degrees	Unit of measure for temperature

Our Small Steps of Learning	
Step 1	Measure in centimetres
Step 2	Measure in metres
Step 3	Compare lengths and heights
Step 4	Order lengths and heights
Step 5	Four operations with lengths and heights
Step 1	Compare mass
Step 2	Measure in grams
Step 3	Measure in kilograms
Step 4	Four operations with mass
Step 5	Compare volume and capacity
Step 6	Measure in millilitres
Step 7	Measure in litres
Step 8	Four operations with volume and capacity

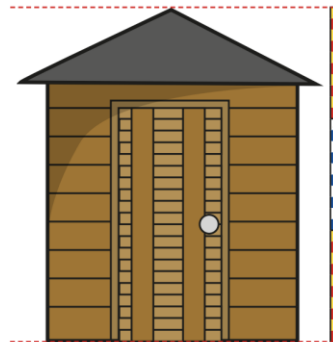
Key Questions
<ul style="list-style-type: none"> <li>What do the numbers on the ruler mean?</li> <li>Where do you need to start measuring from?</li> <li>Why do you need to start measuring from zero?</li> <li>Which object is longer? How do you know?</li> <li>Which object is taller? How do you know?</li> <li>Which object is shorter? How do you know?</li> <li>What does "heavier" mean?</li> <li>What does "lighter" mean?</li> <li>What does "&lt; / &gt; / =" mean?</li> <li>How are circular scales different from balance scales?</li> </ul>

Links to Prior Learning
<ul style="list-style-type: none"> <li>Using the language of measure in EYFS</li> <li>Exploring measure through play in EYFS</li> <li>Solving practical problems for length and height in Year 1.</li> <li>In Year 1 measuring length, height, mass, capacity and volume.</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> <li>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>



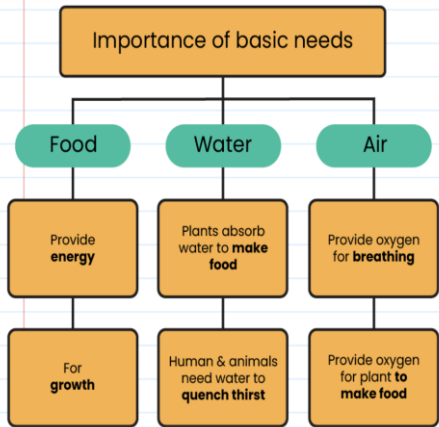
▶ What is the height of the shed?



Year 2 - Spring 2



# 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.

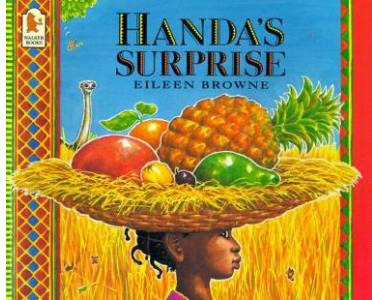




Essential Vocabulary	
Physical geography	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, jungle, forest, hills
Human geography	city, town, village, factory, farm, house, office, port, harbour and shop
A local study	local, village, town, city, 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
<ul style="list-style-type: none"> <li>• Knowledge of the seasonal and daily weather patterns in the local area and U.K.</li> <li>• 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.</li> <li>• Knowledge of how land use and landscapes can be changed by humans and relate this to the countries studied.</li> <li>• Knowledge of the different house types and why people have chosen these house types.</li> </ul>

Spring 2 - Key Knowledge and Fieldwork Skills
<ul style="list-style-type: none"> <li>• Knowledge of the similarities and differences in how people live in contrasting global environments such as the Arctic Tundra and Sahara Desert.</li> <li>• Observations to study the local geography and the human activity evident in the local area.</li> <li>• Charts to express opinions</li> <li>• Identification of different land use types</li> </ul>

Story Stimulus
 <p>Handa's Surprise by Eileen Browne</p>

Fieldwork Visit
<ul style="list-style-type: none"> <li>• Fieldwork case study - Local community of Sale/Sale Moor - Sale Moor and 'Stone Town' (Tanzania) physical environment comparison.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• Use of basic vocabulary relating to human and physical geography and use of mathematical vocabulary to describe position, location and direction.</li> <li>• 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.</li> <li>• Use of simple compass directions and/or a simple map to follow a route and ability to make a simple map with symbols.</li> </ul>

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
<b>Listening</b>
<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>
<b>Singing</b>
<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>
<b>Perform (vocal)</b>
<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>

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>	

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>

# Christianity: Easter: Sorrow and Joy.



Essential Vocabulary	
Crucified	An ancient punishment; being put to death by being nailed to a cross.
Easter Sunday	The day on which Jesus' resurrection is celebrated.
Gethsemane	A garden in the Kidron Valley, on the Mount of Olives.
Good Friday	The day when Christians remember Jesus' death on the cross.
Last Supper	The last meal that Jesus shared with his disciples.
Palm Sunday	The Sunday before Easter, remembering when Jesus rode into Jerusalem on a donkey.
Resurrection	Rising from the dead; when Jesus came back to life from the dead.
Temple	A building dedicated to the worship of God.
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>• Christians believe that Jesus died in the place of people, so that anyone who believes and trusts in Him will be 'saved' or rescued from death and able to be in heaven with God for ever.</li> <li>• Matthew 27 Good Friday: '35 When they had crucified him, they divided up his clothes by casting lots. 36 And sitting down, they kept watch over him there. 37 Above his head they placed the written charge against him: THIS IS JESUS, THE KING OF THE JEWS.'</li> <li>• Matthew 28 Easter Sunday: '5 The angel said to the women, "Do not be afraid, for I know that you are looking for Jesus, who was crucified. 6 He is not here; he has risen, just as he said. Come and see the place where he lay. 7 Then go quickly and tell his disciples: 'He has risen from the dead and is going ahead of you into Galilee. There you will see him.' Now I have told you."</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>• Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?</li> <li>• Is the cross a symbol of sadness or joy?</li> <li>• How do the services held in churches during Holy Week and Easter reflect the sadness and joy?</li> <li>• Is Good Friday the beginning or the end? Is Easter Sunday the end or the beginning?</li> </ul>



# Textiles: Pouches

Essential Vocabulary	
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 together.
Pouch	A small bag made to keep objects shape 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.
Stencil	A shape that you can draw around.
Thimble	A small metal cap to cover and protect your finger when sewing.

Links to Prior Learning
<ul style="list-style-type: none"> <li>In year 1, children made puppets.</li> <li>Designed and assembled a puppet using a running stitch.</li> <li>Children know the various methods of joining two fabrics together using other methods not including sewing.</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>To know that sewing is a method of joining fabric.</li> <li>To know that different stitches can be used when sewing.</li> <li>To understand the importance of tying a knot after sewing the final stitch.</li> <li>To know that a thimble can be used to protect my fingers when sewing.</li> </ul>

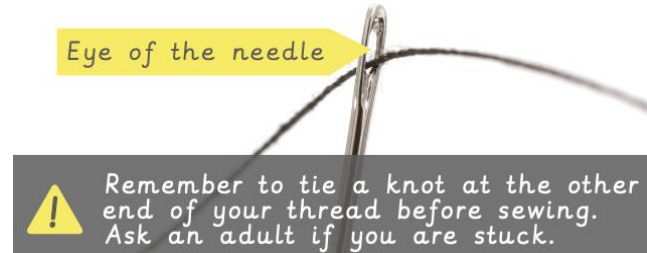
Key Skills
<ul style="list-style-type: none"> <li>Designing a pouch.</li> <li>Selecting and cutting fabrics for sewing.</li> <li>Decorating a pouch using fabric glue or running stitch.</li> <li>Threading a needle.</li> <li>Sewing running stitch, with evenly spaced, neat, even stitches to join fabric.</li> <li>Neatly pinning and cutting fabric using a template.</li> <li>Troubleshooting scenarios posed by teacher.</li> <li>Evaluating the quality of the stitching on others' work.</li> <li>Discussing as a class, the success of their stitching against the success criteria.</li> <li>Identifying aspects of their peers' work that they particularly like and why.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>What is the purpose of a template?</li> <li>Why is it important to be as accurate as possible when cutting around the template?</li> <li>What is the purpose of a pouch?</li> <li>Will your pouch have a target audience?</li> </ul>



Template

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.

# Year 2 - Spring 2 - Computing

## Data and information - Pictograms



Essential Vocabulary	
Data	Information or facts that can be stored and used by a computer.
Object	Something that exists in the digital world, like a character in a game or an icon on the screen.
Tally chart	A simple way of recording and counting data using marks or tallies.
Pictogram	A type of chart that uses pictures or symbols to represent data.
Attribute	A characteristic or property of an object, like its color, size, or shape.
Group	A collection of objects or data points that share something in common.
Same	Objects or data points that are identical or have no differences.
Different	Objects or data points that are not the same; they have distinctions or variations.
Object	Something that exists in the digital world, like a character in a game or an icon on the screen.
Block diagram	A visual representation of data or processes using simple shapes or blocks connected by lines.
Common	Something that is shared or found in many objects or data points.

### Links to Prior Learning

- This unit builds on prior learning from the Year 1 unit 'Grouping data'.

### Key Knowledge

- Record data in a tally chart
- Represent a tally count as a total
- Compare totals in a tally chart
- Enter data onto a computer
- Use a computer to view data in a different format
- Use pictograms to answer simple questions about objects
- Organise data in a tally chart
- Use a tally chart to create a pictogram
- Explain what the pictogram shows
- Tally objects using a common attribute
- Create a pictogram to arrange objects by an attribute
- Answer 'more than'/'less than' and 'most/least' questions about an attribute
- Choose a suitable attribute to compare people
- Collect the data I need
- Create a pictogram and draw conclusions from it
- Use a computer program to present information in different ways
- Share what I have found out using a computer
- Give simple examples of why information should not be shared

### Key Skills (NC Skills)

Use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

### Key Questions

What is data, and how do computers use it?  
Can you give examples of objects and their attributes?  
How can we collect data using tally charts?  
What do pictograms help us understand?  
How do we group objects based on their attributes?  
Why is it important to find common features in data?

### Key Questions

**Health, wellbeing and lifestyle**  
I can identify rules that help keep us safe and healthy in and beyond the home when using technology  
I can give some simple examples

**Privacy and security**  
I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)

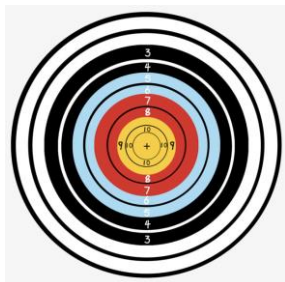
I can describe the people I can trust and can share this with;  
I can explain why I can trust them

# Target Games 3



Essential Vocabulary	
underarm	A ball played off the forearms in an underhand manner.
punt	to kick (something, such as a football or soccer ball) with the top of the foot before the ball which is dropped from the hands hits the ground
target games	activities in which players send an object toward a target while avoiding any obstacles.
strike	hitting an object to score points

Links to Prior Learning
<ul style="list-style-type: none"> <li>How to speak to your team to get the best from them in EYFS</li> <li>How to position your body to throw, roll, strike and kick a ball with accuracy in EYFS</li> </ul>



Key Knowledge
<ul style="list-style-type: none"> <li>What position I need to get my body in to throw well.</li> <li>That it is more challenging to hit moving targets.</li> <li>That I can't aim directly at somebody who is moving at speed.</li> <li>What technique I need to use when striking a ball with a racket.</li> <li>How to hit with more force.</li> <li>When I might want to throw a ball to arrive, 'on the second bounce'.</li> <li>How to encourage others to do their best.</li> <li>That when playing games I need to share resources</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>Throw a ball underarm with either hand and with some accuracy at a target.</li> <li>Take parts in challenges enthusiastically and taking turn</li> <li>Kick a ball with some accuracy with both feet.</li> <li>Strike at targets that move.</li> <li>Roll with some accuracy with either hand.</li> <li>Punt a ball with some accuracy with both feet.</li> <li>Strike with a degree of accuracy.</li> <li>Aim with accuracy at a target so it hits on the second bounce.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>Can I begin to link my skills to make a sequence of movement?</li> <li>How do I throw a ball with accuracy?</li> <li>How do I kick a ball with accuracy?</li> <li>Do I have a preferred foot when kicking?</li> <li>How do you punt a ball?</li> <li>Can I share my resources when playing a game?</li> </ul>

