

Non-Fiction: Letter



Essential Vocabulary	
homophones	Words that sound the same as each other but that have different spellings and meanings. For example: sea and see ; there , their and they're
apostrophe (for contractions)	A punctuation mark used to show that a letter, or group of letters, is missing because two words have been contracted to form one new word. For example: I'm , didn't , we'll
subordinating conjunctions	A word that joins a main clause and a subordinate clause (which does not make sense on its own), such as if , that . For example: The forest that I told you about. If we don't stop now, the trees...
sentence forms	There are four main sentence forms: <ul style="list-style-type: none"> • Command: tells the reader to do something. For example: Water the plant once a week. • Question: asks the reader something. For example: How does this make you feel? • Exclamation: Begins with the word 'how' or 'what' and ends with an exclamation mark. For example: How sad! or What a magnificent forest! • Statement: Tells the reader something that is true. For example: Forest loss is the cause of 10% of global warming.
first person	Writing uses the pronouns I, me, we, us, ours, mine.

Key Knowledge
<p>This half term, we will write persuasive letters aiming to convince readers to save the trees. Our writing will be inspired by 'The Last Wolf' by Mini Grey. We will write persuasive speeches about endangered animals and why they need saving, produce guides for how to catch a wolf inspired by 'Little Red Riding Hood,' as well as a list of rules for going into the woods. We will also write setting and character descriptions based on drama activities.</p> <p>Letters often have a specific purpose, such as getting someone to do or consider something. They follow a special structure, starting with Dear... and ending with Yours sincerely...</p>



Links to Prior Learning
<ul style="list-style-type: none"> • Science: Seasonal Changes – Year 1, Living Things and their Habitats – Year 2 • Geography - Where We Live (Year 1) • English – Traditional tales (Reception and Year 1), Informal letters (Year 1), Non-chronological reports (Year 1 and 2).

Key Skills
<ul style="list-style-type: none"> • Use subordination (<i>if, that</i>) • Add the suffixes -er and -est to adjectives • Use homophones and near homophones • Use punctuation correctly – apostrophes for contracted forms • Include detail and description to inform the reader • Use a range of sentence forms to address the reader • Write in 1st person • Include personal comments and own viewpoint • Use openings ('Dear...') and closings (Yours sincerely...)

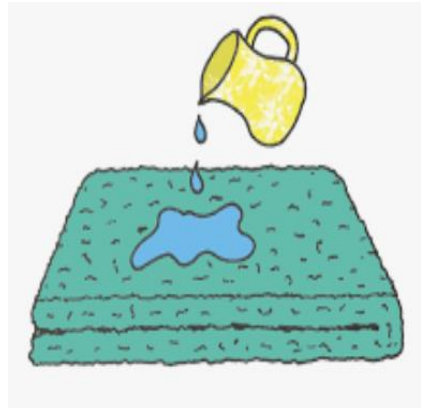
Key Questions
<ul style="list-style-type: none"> • How important are toys? • What is your favourite toy and why? • If your toys could talk, what would they say about you? • Do all children have the right to play? • Have you ever found anything special that was hidden away? • How have toys changed since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



Everyday materials

Links to Prior Learning

- Objects are things that you **can touch or see**. Objects are made from **materials**.
- Some materials are **natural** while others are **man-made (Year 1)**
- **Natural materials** are materials which are found in nature. **Man-made materials** are materials which have been produced by humans. (Year 1)
- Materials are used for different purposes based on their properties. (Year 1)



Key Knowledge

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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.

Key Questions

- Why are objects made from different materials?
- What happens when water is poured on a material?
- Can materials change shape?

Essential Vocabulary

Suitability	The fact of being acceptable or right for something or someone.
Plastic	Plastic is a kind of material that is made by people and can be formed into almost any shape. Most plastics are strong, long-lasting, and lightweight.
Metal	Metals have special properties, including being malleable, which means they can be easily bent into different shapes, and opaque.
Twisting	Twisting is to to turn something, especially repeatedly, or to turn or wrap one thing around another.

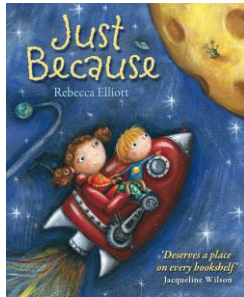




What helps us grow and stay healthy?

Essential Vocabulary

exercise	Exercise is when you move your body to make it strong and healthy. It's like playing games with your muscles and bones to keep them strong. It can be playing sports, running, jumping, dancing, or even just playing outside with friends.
sleep	Sleep lets your body rest and recharge and the brain and body can take a break and get ready for all the fun adventures tomorrow. While you're sleeping, your body is busy repairing itself and getting stronger, so you wake up feeling refreshed and ready for the new day!
nutrition	Nutrition is like giving your body a special fuel to keep it strong and healthy. It's all about eating foods that have lots of vitamins, like fruits and vegetables, and drinking water to keep you hydrated
.tooth decay	When you eat, sugars in food can attack your teeth and sometimes make holes in them. Keep brushing!

Key Knowledge
<ul style="list-style-type: none"> • know that moving, eating and drinking and sleeping can all help us stay healthy • understand how sugar affects our health (and our teeth) • know how much physical activity and sleep is needed, each day, for good health • know how to use screen-based devices sensibly for learning and play • know how the sun gives us energy and how to keep safe
RSE No Outsiders
 <p>Children will discuss how our bodies work in different ways and that everyone is good at different things.</p>

Key Questions
<ul style="list-style-type: none"> • Are any foods unhealthy? • Why is exercise good for our health? • Why do we need sleep? • Can too much screen time be bad for us? • How can we enjoy the sun and stay safe?

Links to Prior Learning
<ul style="list-style-type: none"> • Year 1 – what helps us stay healthy? • EYFS – how can we be our best?



Essential Vocabulary	
Jump	Push oneself off a surface and into the air by using the muscles in one's legs and feet
Leap	one of lightness and quickness, perhaps a movement with a little more spring in it than a regular jump
Hop	move by jumping on one foot.
Agility	ability to move quickly and easily.
Balance	the ability to stay upright. or stay in control of body movement.
Co-ordination	the ability to move two or more body parts under control, smoothly and efficiently.

Links to Prior Learning
<ul style="list-style-type: none"> • Move confidently in different ways in EYFS • To develop their ability to coordinate and link movements and refine their techniques from Year 1.



Athletics

Key Knowledge
<ul style="list-style-type: none"> • To retain my focus • The importance of a good start • The difference between a leap and a jump • How to increase the distance of my jumps. • Why it is important to warm up • To demonstrate the school games values • How to share equipment and take turns

Key Skills
<ul style="list-style-type: none"> • Show a sense of anticipation to begin work • React quickly • Demonstrate agility, balance and coordination • Jump in a variety of ways • Coordinate a run with a jump • Discover and develop different styles of jumping • Leap, jump and hop • Jump in a variety of ways competently • Add a short run up to my jump • Throw with good technique • Throw with a run up • Help a peer improve their performance with good feedback • Demonstrate a variety of athletic techniques competently



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Key Questions
<ul style="list-style-type: none"> • What factors can increase the distance of your jump? • What are the various ways you can jump? • How do you co-ordinate a run up with a jump? • What is the difference between a leap, a hop and a jump? • How do you co-ordinate a run up with a throw? • What is the technique for a good throw?



Fractions - Number



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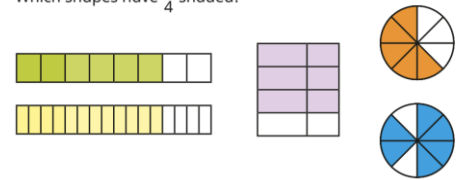
Essential Vocabulary	
Equivalent	The same as
Half	One of two equal parts
Quarter	One of four equal parts
Third	One of three equal parts
Numerator	The number above the line in a fraction, the number of parts indicated
Denominator	The number below the line in a fraction, the number of parts all together

Links to Prior Learning
<ul style="list-style-type: none"> In EYFS learning how to share into groups In Year 1 learning about equal and unequal groups In Year 1 recognise common fractions

Our KIRF this half term:
<ul style="list-style-type: none"> To count, read and write numbers to 100 in numerals – children should be confident and fluent in their counting (backwards and forwards) and recognition of all numbers. Pay particular attention to “teen” and “ty” numbers

Our Small Steps of Learning	
Step 1	Introduction to parts and whole
Step 2	Equal and unequal parts
Step 3	Recognise a half
Step 4	Find a half
Step 5	Recognise a quarter
Step 6	Find a quarter
Step 7	Recognise a third
Step 8	Find a third
Step 9	Find the whole
Step 10	Unit fractions
Step 11	Non-unit fractions
Step 12	Recognise the equivalence of a half and two-quarters
Step 13	Recognise three-quarters
Step 14	Find three-quarters
Step 15	Count in fractions up to a whole

Which shapes have $\frac{3}{4}$ shaded?



Key Questions
<ul style="list-style-type: none"> What is the difference between a “hole” and a “whole”? How many parts of the whole can you find? What does “equal” mean? What does “unequal” mean? When have you used the word “half” before? Why can you not split an odd number of counters into two equal groups? What is the denominator? How do you know? How do you find half of a number? How do you find a quarter of a number? What is the same? What is different? What does the numerator/denominator represent? Is $\frac{1}{3}$ greater than or less than $\frac{1}{2}$ / $\frac{1}{4}$? Why? How can you colour this shape to show a unit fraction? What does “equivalent” mean?

Key Knowledge
<ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Time - Measure



Essential Vocabulary	
O'clock	Indicates the hour of the day
Quarter past	Minute hand points at 3 to show quarter past the hour
Half past	Minute hand points at 6 to show half past the hour
Quarter to	Minute hand points at 9 to show quarter until the next hour
Minute hand	Hand on a clock that indicates how many minutes passed the hour
Hour hand	Hand on a clock that indicates the hour of the day
Duration	How long something lasts

Links to Prior Learning
<ul style="list-style-type: none"> In EYFS know the routine of the day and use language to describe this. In nursery and reception order the events of the day In Reception begin to measure time in simple ways In Year 1 tell the time to the hour and half past the hour

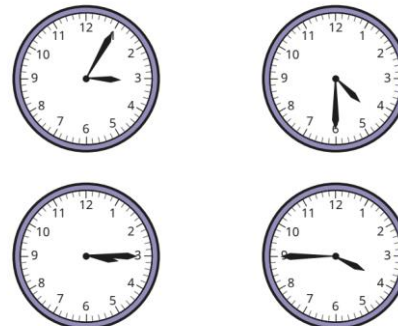
Our KIRF this half term:
<ul style="list-style-type: none"> To count, read and write numbers to 100 in numerals – children should be confident and fluent in their counting (backwards and forwards) and recognition of all numbers. Pay particular attention to “teen” and “ty” numbers

Our Small Steps of Learning	
Step 1	O'clock and half past
Step 2	Quarter past and quarter to
Step 3	Tell the time past the hour
Step 4	Tell the time to the hour
Step 5	Tell the time to 5 minutes
Step 6	Minutes in an hour
Step 7	Hours in a day



10 minutes past 2 10 minutes to 10 10 minutes past 10

Which time is the odd one out?



Key Questions
<ul style="list-style-type: none"> Which is the hour hand? Which is the minute hand? What does each hand on a clock show? The minute hand is pointing at 3/9. What do you know about the time? How many minutes are there in an hour? How many minutes are there between each pair of numbers on a clock? How many minutes are there in half/quarter/three-quarters of an hour? If the hour hand moves all the way around the clock, how many hours have passed? How many times does it do this in one day? How many hours are there in a day?

Key Knowledge
<ul style="list-style-type: none"> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clockface to show these times Know the number of minutes in an hour and the number of hours in a day

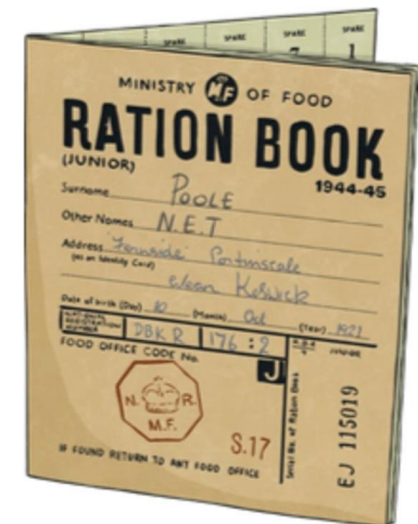
Significant events in own locality - Was it really safer in the countryside during The Blitz?

Essential Vocabulary	
Evacuate	To remove someone from a place of danger to a safer place
Rationing	To allow each person a fixed amount of a commodity
Air-raid shelter	Structures used to protect people from attacks in the air
War	Conflict between countries
Siren	A device that makes a loud, continuous noise or warning sound
Invade	To enter a country to occupy it
Soldier	A person who serves in the army
Blackout	A period when all lights must be turned out or covered to prevent them being seen by the enemy during an attack

Key Knowledge
<ul style="list-style-type: none"> World War Two lasted from 1939 to 1945. The Blitz is the name given to the bombing raids that Germany launched against Britain in 1940. The Blitz lasted for eight months. Hitler took over Europe but struggled to gain control of Britain as it was an island. Britain was bombed from the air. German planes dropped bombs on London, Birmingham, Coventry, Southampton, Sheffield, Liverpool, Plymouth, Portsmouth and Manchester. Air-raid shelters (Anderson shelters) were used to hide in. Children were sent to the countryside to escape from the bombs. People began to grow their own food.

Key Questions
<ul style="list-style-type: none"> What was WWII? What was the Blitz? How did people hide during the Blitz? Who protected us during the Blitz? Where were children sent? What was evacuation like for the children? Why did food have to be rationed? How did the Blitz affect Manchester?

Links to Prior Learning
<ul style="list-style-type: none"> Understanding of how land use and landscapes can change in Year 1 and Year 2. Naming capital cities of the UK and surrounding areas in Year 1 and Year 2. Major Glad, Major Dizzy in English.





What do we learn from sacred books?



Essential Vocabulary	
Parable	A simple story used to illustrate a moral or spiritual lesson
Sacred	Connected with God or a god
Torah	The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures
Text	A book or other written or printed work.
Hebrew	A member of an ancient people living in what is now Israel and Palestine
Temple	A building dedicated to the worship of God.

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"> • A parable is a story with a deeper meaning. • Some books are more than special – they are sacred or holy, meaning that people believe that they are from God. • The Bible as a sacred text for Christians. A sacred text for Muslims – Holy Qur'an, and for Jewish people – Tanakh.
 

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"> • What is a story and why do we like them; are there different types of stories? • Do different religions have the same sacred texts? • What is a parable? • What sort of messages can we take from different stories? • Are there stories that appear in different texts?

The Music Year Theme: Musical Theatre (Summer 1) and Film Music (Summer 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.
Tempo	The speed of music; fast, slow or in between.
Pitch	The position of the note.
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?
Composition
<ul style="list-style-type: none"> What is the value of your dot/stick notation?

Links to Prior Learning

In Spring, Year 2 have learned a variety of 'Call and response' songs, as well as how to keep a steady beat. Children learned to perform rhythms by recognising crotchets and rests.

Key Knowledge

- Recognising the mood and feeling of pieces of music, for example The Sea Shanty.
- How pieces of music are constructed through its (pulse, rhythm, tempo, pitch, dynamics).
- The difference between rhythm patterns and pitch patterns.

Wider Opportunities

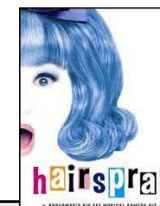
Listening suggestions for this term



Lawrence of Arabia main theme by Maurice Jarre



Hedwig's Theme by John Williams



Good Morning Baltimore from Hairspray

Music groups in our local area

- Trafford Music Service (choirs and instrument lessons)
- Sale Youth Choir
- One Education Music Centre
- Greater Manchester Music Hub



Year 2- Sculpture and 3d- Clay Houses



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Essential Vocabulary	
casting	The making of an object by pouring molten metal or other material into a mould.
ceramic	Made of clay and hardened by heat.
glaze	Overlay or cover with a smooth, shiny coating or finish.
Negative space	The empty space around and between the subject of an image.
Pinch 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.
sculptor	An artist who makes sculptures.

Links to Prior Learning
<ul style="list-style-type: none"> EYFS- Sculpture and 3d- Creation Station Year 1- Sculpture and 3d- Paper Play

Key Knowledge

- Use your hands to roll, smooth and shape clay such as a ball, sausage or flatten.
- Clay can be decorated by pressing into it or using tools to mark the surface.
- Use tools such as rolling pins, moulding tools and anything with a textured surface which will give a patterned affect in the clay.
- Pieces of clay can be joined together using the 'scratch and slip' method.

Key Questions

- How can I use my hands to mould clay?
- How can I decorate clay?
- Which tools would help me to create a sculpture?
- How can I join pieces of clay together?
- Where can I see sculptures by well known artists in the UK?
- Which artists are famous sculptors?

Artists

- Ranti Bam (1982)** is a British-Nigerian artist who creates colourful and sculptural ceramic works made from a variety of clay.
- Rachel Whiteread (1963)** is a contemporary artist from London who uses industrial materials such as plaster, concrete, resin, rubber and metal to cast everyday objects.

Key skills

How to join pieces of clay

Mix clay slip

Mix water with clay using a brush to make a liquid

Push thumb in, smooth clay up and out

Pinch pot

Join clay using the 'score and slip' method

Score

Slip

Stick

Where can I see sculptures?

Locally
The Irwell Sculpture Trail, which begins in Salford Quays, features over 70 sculptures created by local, national and internationally renowned artists such as Ingrid Hu and David Appleyard.

Nationally
'Dream' by artist Jaume Plensa is a 20 metre high sculpture which is situated in St Helens in the North West of England.

Year 2 – Summer 1 – Computing

Creating Media: Digital music

Essential Vocabulary	
Pattern	Repeated arrangement of sounds in music.
Rhythm	The beat or flow of music.
Pulse/Beat	Steady sound keeping rhythm.
Pitch	Highness or lowness of sound.
Tempo	Music speed, fast or slow.
Notes	Sounds in music.
Instrument	Thing making music.
Create	Making new music.
Open	Starting new music project.
Edit	Changing music.
Pattern	Repeated arrangement of sounds in music.

Key Skills (NC Skills)
<p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>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</p>

Key Knowledge
<ul style="list-style-type: none"> • Identify simple differences in pieces of music • Describe music using adjectives • Say what I do and don't like about a piece of music • Create a rhythm pattern • Play an instrument following a rhythm pattern • Explain that music is created and played by humans • Connect images with sounds • Use a computer to experiment with pitch • Relate an idea to a piece of music • Identify that music is a sequence of notes • Explain how my music can be played in different ways • Define my musical pattern on a computer • Create a rhythm which represents an animal I've chosen • Create my animal's rhythm on a computer • Add a sequence of notes to my rhythm • Review my work • Explain how I changed my work • Listen to music and describe how it makes me feel

Links to Prior Learning
<p>Learners should have experience of making choices on a tablet/computer which they learnt in the Year 1 unit on 'Digital Writing.'</p>

Key Questions
<p>How do you repeat sounds to create a pattern in your music?</p> <p>What's rhythm in music, and why is it important?</p> <p>How do you use pitch in your music?</p> <p>What does it mean to create music, and how can you do it with the computer?</p> <p>How can you change your music if you want to add or remove something?</p>

Online Safety
<ul style="list-style-type: none"> • I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). • I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. • I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.