Year 2 — Spring — Half Term 2.

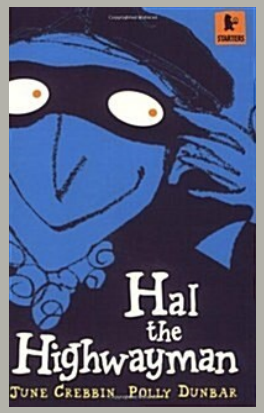
Outlaws of the Land

Description: We will focus on the local history of Liphook, and what it was like to live in a coaching town. We will explore why and how Liphook changed over the years through The Coaching Age and The Railway Age. We will explore the legend of Captain Jacques the Highwayman and consider the 'skills' and training needed to be a Highwayman through high quality stories. In DT, the children will research, design and make an escape vehicle for a Highwayman.

Values:
Respect

As readers, we will:

- **Draw upon the vocabulary to understand the text.**
- **Make inferences from the text.**
- **Predict what might happen based on the information from the text.**
- **Explain preferences, thoughts and opinions about the text.**
- **Identify and explain the key features of fiction and non fiction texts.**
- **Sequence the key events of the story.**



Key texts we will use:

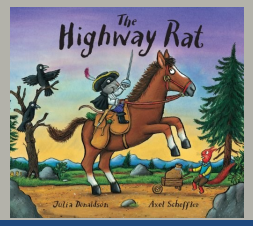
The Highway Rat by Julia Donaldson

Hal the Highwayman by June Crebbin

Burglar Bill by Janet and Alan Ahlberg

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Local Liphook Factual Books



As writers, we will:

- **To use a range of literature as a stimulus for writing to encourage a 'writer's voice' which adds drama, atmosphere or information.**
- **To add detail to our super sentences: using commas in a list, prepositions, possessive apostrophe and conjunctions.**
- **To use the four different sentence types in our writing: statements, questions, commands and exclamatory sentences.**
- **In our written work, we will plan and say out loud what we are going to write, as well as making additions, revisions and corrections to our writing by evaluating its effect on the reader.**

Key vocabulary we will use:

Verb, Adjective, Noun phrase, Adverb,

Preposition, Conjunction, Statement, Question, Command, Exclamatory sentence, Comma, Possessive apostrophe, Edit.

Must Haves: Full stops Capital letters Finger spaces Use sound mat Careful spelling Neat handwriting

As historians, we will:

Core Learning: Skills

- **Chronology: use dates to describe events. Use phrases to describe intervals of time, e.g. before, after, at the same time, etc.**
- **Historical Significance: recognise and talk about who was important, e.g. in a simple historical account.**
- **Continuity and change: talk about similarities and differences not just between then and now but between then and another then.**
- **Historical interpretation: identify and talk about differences in accounts relating to people or events both from the time and from the present.**

Sequence events and objects in time using chronological vocabulary.

- **Identify similarities and differences between life at different times.**
- **Explain why places change and the results.**
- **Ask questions and find answers choosing sources appropriately.**

Vocabulary

- **Historical**

Year, decade, timeline, date order, source, evidence

artefact, before, after, at the same time, living memory, opinion, fact, century, similar, different.

- **Topical**

Wheelwright, blacksmith, coaching age, railway age

1880's, coaching inn, local, urban, rural, engineer, transport, stagecoach, carrier's wagon, horse power, turnpike, highwayman, route, blunderbuss, cutlass, musket, travellers, journey.

As mathematicians, we will:

Fluency

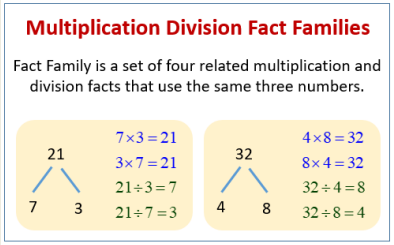
- **Solve and write word problems for multiplication and division calculations for 2, 5 and 10 times tables including fact families.**
- **Revisit addition and subtraction using a variety of methods.**

Time

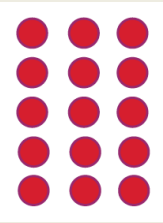
- **Learn to tell the time to the nearest 5 minutes.**

Fractions

- **Identify fractions of a number and shape.**



Key vocabulary we will use:



'Groups of'

2 x 4 is two groups of four

'Sharing'

Dividing an amount into equal groups

'Grouping'

Sharing an amount into groups of that number

'Array'

Visual representation of a multiplication facts.

As artists, we will:

- **Explore Hundertwasser ideas about shapes, colour, repeating patterns and line.**
- **Learn about Hundertwasser's ideas about environmental responsibility and individuality.**
- **Experiment with collage making techniques including joining, tearing, cutting, painting, contrasting.**

Vocabulary

- **Art terms**

Colour, pattern, design, review, evaluate, colour, texture, join, cut, fix, shape, line, shape, form, space, line.

- **Hundertwasser**

Spirals, freehand, natural, unnatural, rights, tree duty

As scientists, we will:

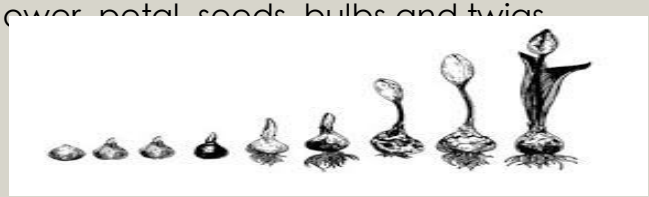
- **Observe and describe how bulbs grow into mature plants.**
- **Investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy.**
- **Perform a simple test.**
- **Observe closely using simple equipment.**
- **Gather and record data to help in answering a question (drawings).**
- **Use my observations and ideas to suggest how to grow and keep a plant healthy.**

Vocabulary

Bulb, seed, water, light, temperature, soil, roots, leaves, stem, germinate, germination, soil, shade.

Trees - deciduous, evergreen.

Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs



In RE we will learn::

- What remembering means.
- About the Hindu festival of Holi and how it is celebrated in England and around the world.
- Ways in which Hindus remember Vishnu
- The story of Prahlad and King Hiranyakashyapu and discover how Hindu's celebrate with colour, flowers and food.
- To identify exampls of situations whn remembering is important to ourselves or others—for example people or special occasions like anniversaries, memories and achievements.

Vocabulary

Hindus, Celebrate , Ancient, Festival, Belief

TreasuredHarvest,, Remembered, God, Shrine,

Worshipped, Holina, Hopeful, Main shrine, Holi

Altar, Prahlad, Vishnu

In Design Technology, we will:

Design, make and evaluate a moving vehicle for the Highwayman to get away quickly.

Use construction kits with fixed and free wheels and axles to make a product that moves.

Explore different ways of making axle holders and the importance of making sure the axles runfreely within the holders.

Mark out, hold, cut and join materials and components correctly.

Assemble some examples of wheel, axle, axle holder combinations.
use a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Vocabulary

vehicle, wheel, axle, axle holder, chassis,

body, cab

assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism

names of tools, equipment and materials used

design, make, evaluate, purpose, user,

In PE we will learn:

To remember, repeat and link combinations of actions with greater control and co-ordination.

To choose equipment to help them meet the challenges set.

To describe what their bodies feel like during exercise.

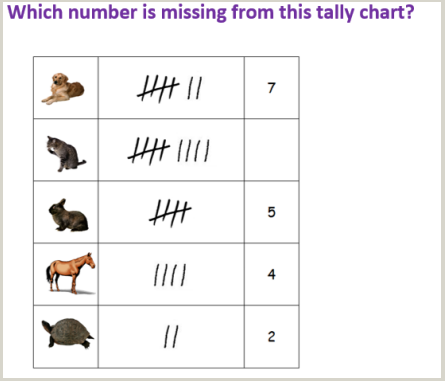
To watch and describe what others have done.

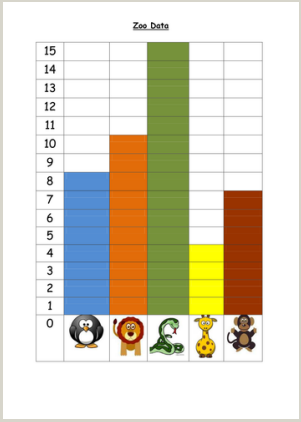
Vocabulary

Co-ordination, control, push, throw, bounce, sprint, distance, pacing, obstacles, take-offs, patterns, landing, cooperatively, counting, timing, problem-solving, equipment, rules.

In computing we will learn:

- To gather data from a filed trip using tally charts,
- To record our information using a range of charts such as Venn diagrams, picto-grams and bar charts.
- To present the information sing different apps and software and consider what the charts show us.
- To orally record ourselves explaining what the data shows us..
- To create a branching database using questions.





Vocabulary

Bar graph, program, bar chart, Venn dia-gram, data, images, axis, Branching, data-base. plot, save, print, pen.

In Music we will learn:

- To sing a growing repertoire of familiar songs and playing singing games, the children will continue to develop confident and independent singing voices .
- To develop their understanding of pitch by responding to changes in pitch using actions and representing pitch changes using images.
- To use stick rhythm notation for the rhythm syllables ta (crotchet) and te te (paired quavers) and improvise their own rhythm patterns using these elements.
- To respond independently to pitch changes heard in short melodic phrases, indicating with actions; Identify and name rhythmic elements from known songs including ta (crotchet) and te te (paired quavers); Improvise simple rhythmic chants using ta and te te.

Vocabulary

pitch, high, low, melody, steady beat, rhythm, rhythm syllables (ta and te te), loud and quiet, ostinato, stick notation.

In PSHE we will learn:

Relationships, feelings and emotions.

- To Recognise that friendship is a special kind of relationship;
- To identify some of the ways that good friends care for each other and explore how to make new friends and how to deal with losing friendships. Recognise and explain how a person's behaviour can affect other people.
- To Identify people who are special to them and explain some of the ways those people are special to them.
- To recognise and name feelings associated with change positively and effectively. Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.
- To talk about their own experiences and reflect upon them.

Vocabulary

Friendship, Respect, Caring, Kindness, Loneliness,
Jealousy, Emotions, Listening,

Emotional Wellbeing - Trick Box:

- Floating Cloud
- Big No