



**Year 2**

**Subject: Maths Summer 1**  
**Topic: Fractions**

**Key Vocabulary**  
Equal  
Whole  
Parts  
Half/ halve  
Quarter  
Third  
Divided  
Unit fraction  
Non-unit fraction  
Equivalent

**Unit overview**  
In this unit 'Fraction' the children will be able to recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  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  $\frac{1}{2}$ .



**Books/Websites linked to topic you may wish to use:**  
<https://www.bbc.co.uk/bitesize/topics/z3rbg82>  
<https://www.twinkl.co.uk/resources/numeracy-maths/fractions/activities-and-games-fractions-maths-key-stage-1>  
<https://www.topmarks.co.uk/search.aspx?q=fractions>

**Learning Outcomes**

- To introduce the concept of fractions in real-world situations.
- To identify and create halves and quarters.
- To identify and create thirds and fifths.
- To identify and create eighths.
- To recognise and create halves, quarters, thirds, fifths and eighths.
- To solve simple word problems involving fractions.

**Key Facts/dates – Sticky Knowledge**

<b>Half</b> A whole split into two equal parts.  $\frac{1}{2}$  $\frac{1}{2}$ of 8 = 4	<b>Quarter</b> A whole split into four equal parts.  $\frac{1}{4}$  $\frac{1}{4}$ of 12 = 3	$\frac{1}{2} = \frac{2}{4}$  <b>Numerator</b> How many equal parts of the whole are needed? <b>Denominator</b> How many equal parts are in the whole?
<b>Third</b> A whole split into three equal parts.  $\frac{1}{3}$  $\frac{1}{3}$ of 6 = 2	<b>Non-unit Fractions</b> $\frac{2}{3}$  $\frac{3}{4}$ 	



**Subject: Maths**  
**Topic: Time**

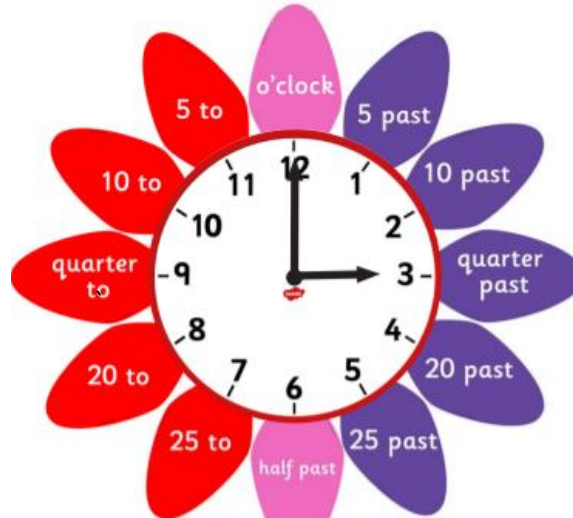
**Unit overview**

In this Time unit you will consolidate knowledge of half past and o'clock and begin moving onto quarter past and quarter to and looking at telling time to 5 minutes.

**Books/websites linked to topic you may wish to read:**

Telling the time book 2: Year 2, Ages 6-7

<https://www.youtube.com/watch?v=IzRt9B04CMg>



**Key Vocabulary**

time

clock

hours

minutes

hand

o'clock

half past

quarter past

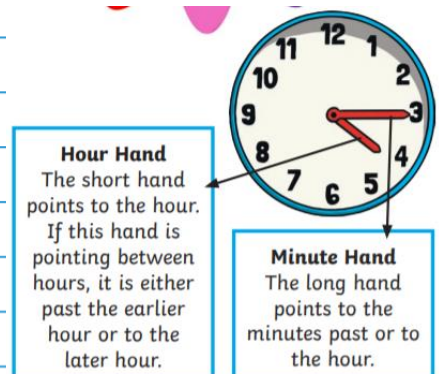
quarter to

five minutes

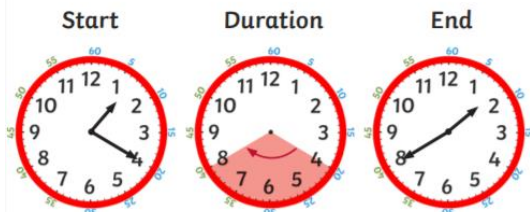
duration

shorter

longer



**Key Facts/dates – Sticky Knowledge**



o'clock



quarter past



half past



quarter to

**Learning Outcomes**

- To tell time at half past and o'clock
- To tell time at quarter past and quarter to
- To tell time to five minutes
- To look at hours and days
- To find durations of time
- To compare durations of time

Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organises and looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition

Felt is used to make both artworks and useful objects



Artists

Susan Stockwell

Kim Soon Im

Josef Albers

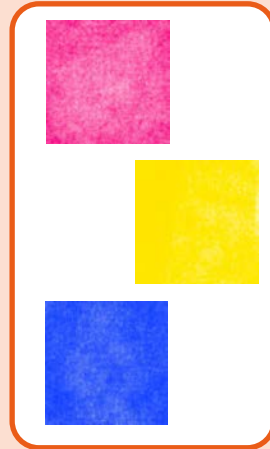
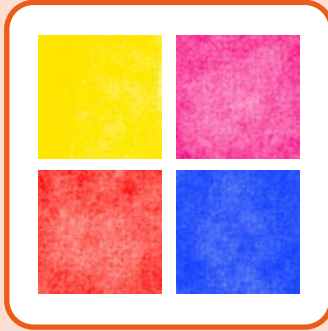
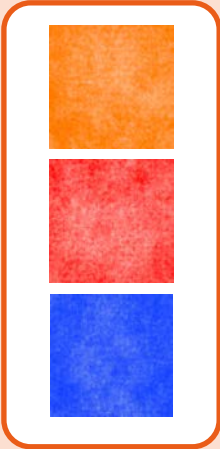
Eduardo Paolozzi

Matthew Cusick

Abstract art doesn't necessarily look like it does in real-life. Artists use shapes, colours and different marks

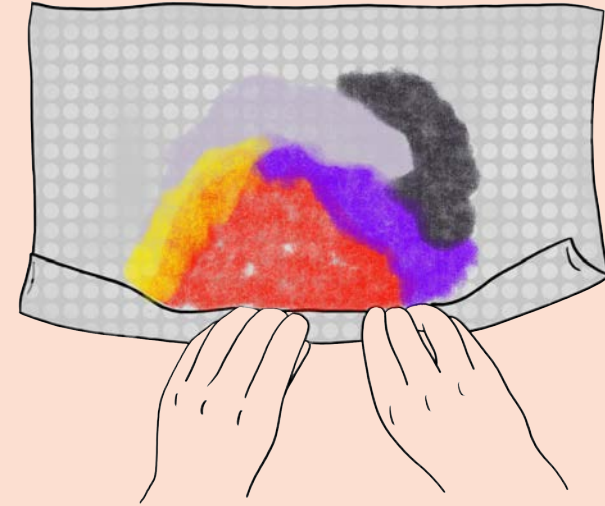


Arranging artwork for display



- Think about your audience
- Try out combinations of work
- Fix your work in position
- Add labels

Make felt by laying wool fibres in different directions, adding hot water then rolling and squeezing the felt.



Using a roller for printing



Mix colours by overlapping materials



- Not too much ink!
- Roll in different directions.
- Aim for a thin layer all over the roller.
- Listen for a sticky 'hissing' noise!

## Structures - Baby bear's chair

Function	How something works.
Man-made	Made by people.
Mould	To form different shapes out of soft, squishy materials.
Natural	Found in nature e.g. spider's web, sheep's wool.
Stable	Object does not easily topple over.
Stiff	A material or object that does not bend easily (e.g. wood).
Strong	Something that is not easily broken (e.g. wood, brick, building).
Structure	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
Test	To find out whether something works as it should.
Weak	Something that is easily broken (e.g. paper, egg shells).

## Key facts

Often structures have a certain function, they are made to do something. e.g. Chairs are for sitting on.



They should be stable, strong and comfortable.  
Was baby bear's chair stable and strong?

Natural Objects



Man-made Objects





## Subject: Geography Spring 2

### Topic: Kenya

#### Unit overview

In this unit, children will study the human and physical geography of Kenya, comparing it to that of the United Kingdom.



#### Books linked to topic you may wish to read:

Let's explore Kenya – Bumba Books

A kid's guide to Kenya

#### Key Facts/dates – Sticky Knowledge

**Where is Kenya?**

Kenya is a country in the continent of Africa. Kenya is located in East Africa and borders the Indian Ocean.

The capital city is called Nairobi.

Mombasa is Kenya's oldest city and Kenya's main port.

**Landscapes**

Mount Kenya      Great Rift Valley      Savannah

Deserts      Beaches      Traditional Villages

#### Key Vocabulary

Key Vocabulary		
1	border	line separating countries
2	climate	typical pattern of weather over 30 years
3	continent	large area of land that contains different countries
4	country	a nation with its own government
5	desert	an area with little rainfall
6	Equator	imaginary line around the middle of the Earth
7	humid	hot and wet
8	Maasai	nomadic tribes who live in rural Kenya
9	nomads	people who travel from place to place
10	port	where ships load and unload cargo
11	rainfall	how much rain falls
12	rural	a countryside area where there aren't many buildings or people
13	savannah	tropical grassland, dotted with trees
14	season	part of a year
15	temperature	how hot or cold it is
16	urban	an area where many people live and work
17	valley	low area of land between mountains or hills

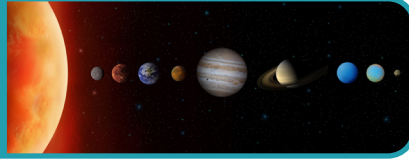
#### Learning Outcomes

- To locate where Kenya is in the world
- To find out what the climate is like in Kenya
- To identify what the landscape of Kenya looks like
- To look at life in rural Kenya
- To look at life in urban Kenya
- To identify similarities and differences between Kenya and the UK

## Year 2: Dynamics, timbre and tempo

### Musical style: Orchestral

Orchestral music is music that is played by an orchestra. It is usually classical or film music, but orchestras lay other types of music too.



### Vocabulary

**Compose** To create or write an original (new) piece of music.



**Composer** A person who creates and writes an original piece of music.

**Composition** The original piece of music that has been created.

**Dynamics** The volume of the music (loud or quiet).

**Motif** A short melody that is repeated over and over again.

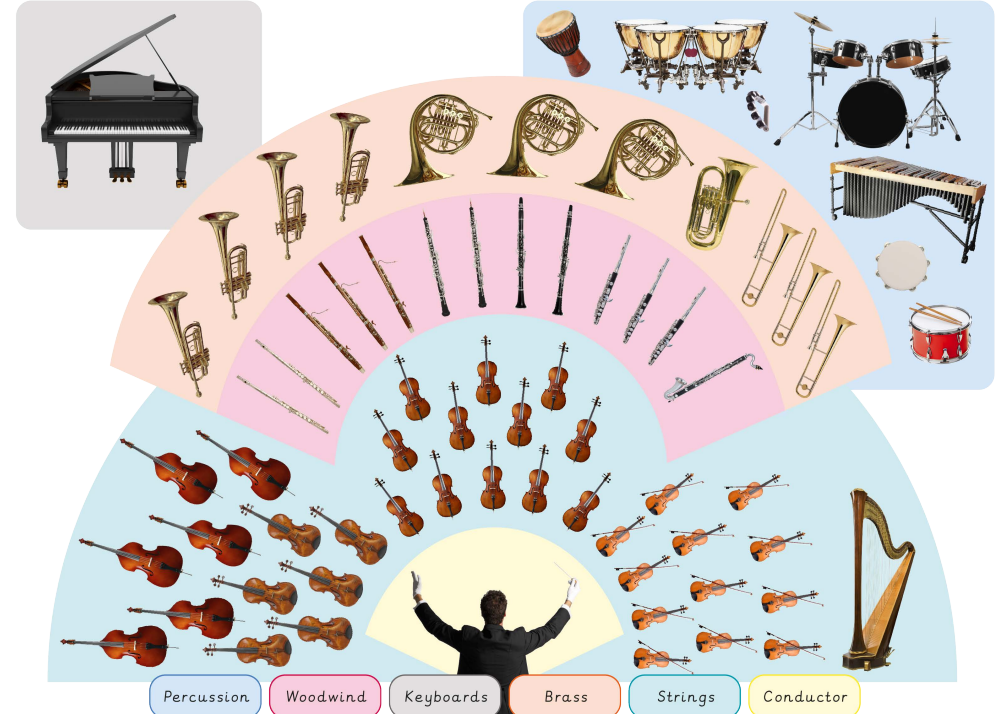
**Soundscape** A piece of music that describes a landscape.

**Timbre** The quality of sound e.g. smooth, scratchy, twinkly.

**Tempo** The speed of the music (fast or slow).

### Instruments

**Orchestra** A group of instruments that play together.



**Strings** Instruments that are played by plucking or bowing strings.

**Woodwind** Instruments that make sound by blowing air through a reed or small mouthpiece.

**Brass** Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

**Percussion** Instruments that are played by striking, beating or shaking the instrument.



# Year 2

# EASTER UNIT I

**Key Vocabulary**

**Resurrection** - The rising of Christ from the dead.  
**Holy Week** - The week before Easter.  
**Crucifixion** - The death of Jesus upon the cross.  
**Salvation** - Life after death.  
**Tomb** - A place to bury the dead.  
**Hope** - A feeling of expectation that you really want something to happen.

- Learning Outcomes**
- Understand the story of the Resurrection.
  - To know the symbols of Easter.
  - Identify reasons why people believe in the Resurrection.
  - I can say what I believe happens to you when you die and tell you how I remember people close to me.
  - To recall what Christians believe happened on Easter Sunday.
  - Understand and suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.



Using the Knowledge Organiser choose an activity to help you remember the key facts and vocabulary.  
 Here are some ideas:

Write a letter to their friend, in the role of Mary Magdalene or Peter, explaining the events of the resurrection.

Draw and label symbols of Easter - water, cross draped in cloth, and the paschal candle.

Create an Easter prayer inside an Easter candle template.

Write about your own personal feelings about Jesus' resurrection and how it helps their Catholic faith.

Draw what they think the Risen Jesus may have looked like.

Read the 2 different accounts of the resurrection from the Bible - Luke 24:1-12 and John 20:1-18. List the similarities/differences between the two accounts. Why are they different?

Read the story of Emmaus (Luke 24:13-35). Imagine you were one of the two disciples who saw the Risen Jesus at Emmaus. What would you say to the other disciples? Write a speech bubble.

**Unit overview**

This unit will develop knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses. This unit also builds on previous learning about the story of finding the empty tomb and the symbol of the Easter Candle. to celebrate the Season.

- Opportunities for thought and reflection throughout.**
- How important is it to Christians that Jesus came back to life after His crucifixion?
  - What do you think happened to Jesus after the discovery of the empty tomb?
  - How can we find out if Jesus did come back to life?
  - What do you believe about life after death?

**What? - Key Knowledge**


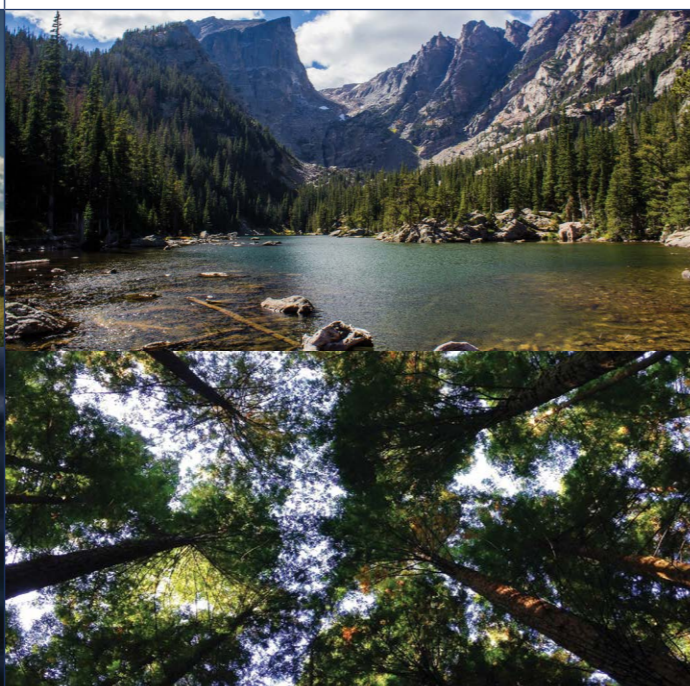
Symbols of Easter	The <b>Easter egg</b> symbolises new life. The <b>hot cross bun</b> symbolises the cross that Jesus was crucified on.
Why did Jesus die?	Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation'.
How do Christians know that Jesus came back to life?	Christians believe that stories of resurrection appearances in Bible show them this e.g. the walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14).
Why did Jesus come back to life?	Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this.



**Bible references**

Luke 24:1-12 & 13-35  
 John 20:1-18  
 Mark 16:12-13





Pollution	Environment
<p>Pollution is when something harmful gets into the environment and hurts or damages plants, animals or people.</p>	<p>The habitat that surrounds an animal or plant.</p>
	

Recycle	Energy
<p>Recycling is the process of converting waste materials into new materials and objects.</p>	<p>Power that makes things happen. Energy can be seen in many different forms like electricity, heat and light.</p>
	

Eco-friendly	Global warming
<p>Something that does not hurt or harm the environment.</p>	<p>When temperatures around the whole world begin to rise.</p>
	

**Protecting the planet**

The Earth has all the things we need to live, but we need to take care of the Earth so it can keep giving us what we need. Caring for the environment means doing things that will keep the Earth healthy, like recycling your plastic bottles instead of throwing them in the bin and turning off lights when you don't need them on anymore.

