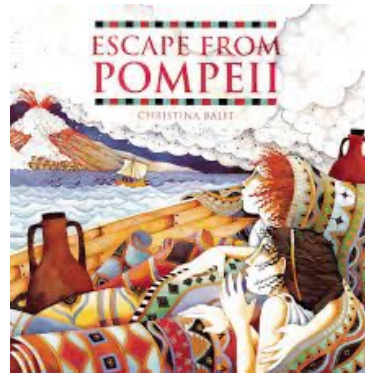


# Year 2 – Term 4 -Who was Sappho and where did she live?


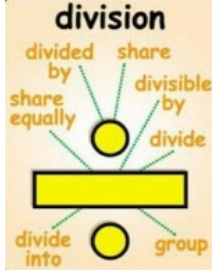
Subject specific vocabulary	
<b>Volcano</b>	is an opening in the Earth's surface. Usually found in a mountain, the opening allows gas, hot magma and ash to escape from beneath the Earth's crust.
<b>lava</b>	Hot liquified rock
<b>merchant</b>	Someone who buys and sells things for a profit
<b>escape</b>	To get free
<b>history</b>	Events that happened in different periods of time
<b>evidence</b>	Collection of facts and information to determine if something is true
<b>Artefact</b>	An object made by a human being, typically one of cultural or historical interest.
<b>Excavated</b>	remove earth carefully from (an area) in order to find buried remains.
<b>Eye witness</b>	Someone who saw the even
<b>Archaeologist</b>	Someone who studies human history, through the excavation of sites



Key Questions
<ul style="list-style-type: none"> <li>Who was Sappho and where did she live?</li> </ul>
<ul style="list-style-type: none"> <li>Why was Pompeii part of the Roman Empire?</li> </ul>
<ul style="list-style-type: none"> <li>What happened to Pompeii on August 24<sup>th</sup> AD 79?</li> </ul>
<ul style="list-style-type: none"> <li>What evidence exists of what happened at Pompeii on August 24<sup>th</sup> AD79?</li> </ul>
<ul style="list-style-type: none"> <li>How did the archaeologists know that people had been buried under the ash?</li> </ul>
<ul style="list-style-type: none"> <li>Why do we know so much about where Sappho used to live?</li> </ul>

Key Skills
Observe and use pictures, photographs and artefacts to find out about the past
Examine that there are different types of evidence and sources that can be used to help represent the past
Choose and select evidence and say how it can be used to find out about the past
Recognise some similarities and differences between the past and the present.
Know and recount significant events in history.
Talk, write and draw about things from the past.
Use historical vocabulary to retell simple stories about the past.

## Year 2 – Term 4

Subject specific vocabulary		Key skills	
multiply, times, lots of	A number gets bigger by the number of times in the calculation.	 	Identify the key vocabulary within questions to know when to multiply.
array	Dots arranged in rows and columns to help you multiply.		Count in 2s, 3s, 5s and 10s up to twelve times the number to support multiplication.
		<b>Sticky knowledge for maths</b>	Draw out repeated addition to support multiplication.
commutative	You get the same result whatever way the numbers go around in a calculation.	<ul style="list-style-type: none"> <li>All the vocabulary above means multiplication.</li> <li>When you multiply the number gets higher or increases.</li> </ul>	Draw arrays to support multiplication.
divide, share, group	Separate into equal parts.	<ul style="list-style-type: none"> <li>Count in the steps of one of the numbers the other number of times.</li> </ul>	Understand the link between multiplication and division
inverse	The opposite or reverse.	<ul style="list-style-type: none"> <li>The numbers can go either way around when multiplying because it is commutative.</li> </ul>	Complete division questions for 2, 3, 5 and 10 by counting in steps of those numbers.
fractions	A small amount; not a whole number.	<ul style="list-style-type: none"> <li>For year 2 maths, the highest number always has to go at the beginning of the calculation.</li> </ul>	
tables	Your 2, 3, 5 and 10 times tables.	<ul style="list-style-type: none"> <li>You can share the highest number between the smallest number of groups.</li> <li>You can use your times tables to help you divide by counting in the smallest number steps until you get to the biggest number.</li> </ul>	

# Knowledge Organiser



## Year 2 - Keeping Safe

### Key questions

#### Safe and Unsafe Secrets

Are secrets safe?

Do all secrets need to be kept secret?

Who is a safe person to talk to?

#### Appropriate Touch

Are all touches ok?

If something feels wrong, what can someone do to stay safe?

How can you help someone who has been asked to keep an unsafe secret?

Who is a safe person to talk to?

#### Medicine Safety

Are medicines always helpful?

What can people do to help themselves get better?

Why can a medicine be harmful?

How can someone stay safe with medicines?

### I can ...

I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong..

Il can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.

I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.

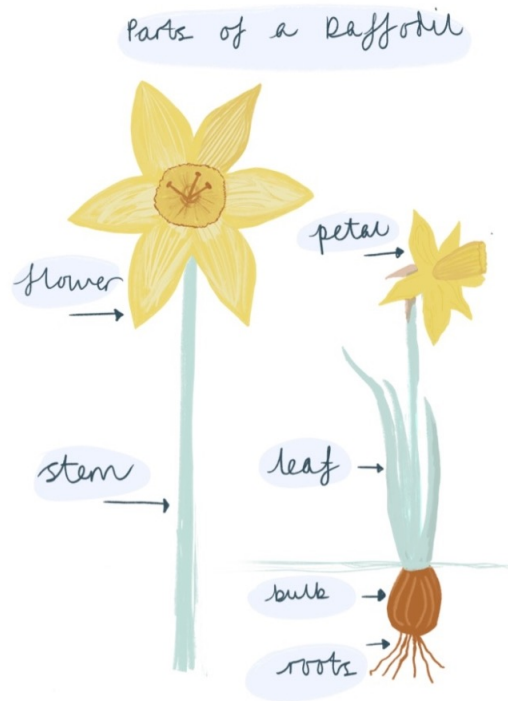
### Key vocabulary

medicines feelings tell  
safe touch worried  
secret surprise unsafe  
private uncomfortable  
someone you trust

# Year 2 – Term 4 – Science – Young gardeners

## Subject specific vocabulary

Bulb	The round underground part of a plant that contains food for the plant, for example, an onion bulb, daffodil bulb, a tulip bulb.
Corms	Corms are not made up of scales, they do not have the fleshy leaves you would find on a bulb and the bud is on top of the corm. Examples of plants grown from corms are gladiolus and crocus.
Germinate	This is when a seed begins to grow, using its stored food, and put out roots and shoots.
Properties	A special quality or characteristic of something that makes it different from another material, e.g. transparent, flexible.
Root	The part of a plant that grows downwards, it gets water from the ground, and holds the plant in place.
Stem	The stem is usually the upper part of the plant and it can have branches, leaves and flowers.
Tubers	Tubers, such as potatoes, are thickened underground stems, unlike bulbs they don't have a covering of layers.



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## Key Skills

Identify and classify using simple equipment.

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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

## Key Questions

What is growing in our school grounds?

What shall we grow?

What do seeds need for germination?

What do plants need to grow?



# Year 2 – Term 4 –RE - How important is it to Christians that Jesus came back to life after his crucifixion

## Subject specific vocabulary

Forgive	To stop being angry with someone who has done something wrong
Sin	Bad things people do that makes God sad
Paten	A plate, typically made of gold or silver.
Chalice	A large cup or goblet
Crucifix	A representation of a cross with a figure of Christ on it.
Reunite	To come or bring together again after being apart
Salvation	The saving of a person from sin or evil

## Key learning

I can talk about what I believe happens when something or somebody dies and how memories help me to remember

To recall parts of the Easter story (to the crucifixion) and say what I think happens next

To recall parts of the Easter story (after the crucifixion)

To recall parts of the Easter story (after the resurrection)

To recall what Christians believe happened on or after Easter Sunday

To consider what symbols I would like to use when celebrating people I love or new life

## Key Skills

Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead. The disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament

