

## Vocabulary

Covenant	Special promise
Mezuzah	A small case placed on Jewish doorposts containing the Shema
Shema	A very important prayer for Jews

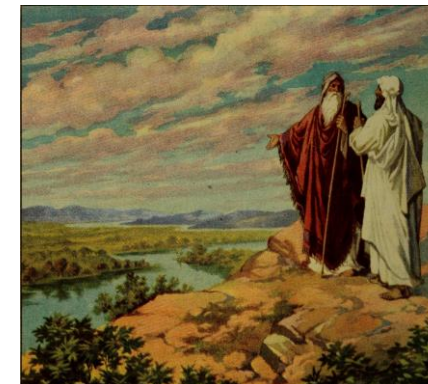
**Key Question:**  
*How special is the relationship Jews have with God?*

Who do I believe I am?  
 Does it feel special to belong?

**Previous knowledge:**  
 In what ways are churches /synagogues important to believers?

**Reading Challenge:**  
 Can you find a book about Passover in the library?

What stories could we create for our descendants? Can you write and publish one?



## Sticky Knowledge

Abraham is often known as the father of Judaism

Jews believe that it was Abraham's faith in God that led to him being chosen by God

Moses was chosen by God to lead his people out of Egypt to the 'promised land'.

The ten commandments were given to Moses to help make the covenant stronger - now people would know what God wanted them to do.

The Mezuzah and Shema - a way for Jews to remember the covenant.

## Vocabulary

**merchant**

A person who buys and sells goods.

**explorer**

A person who travels to and across unknown areas

**circumnavigate**

To go entirely around, especially sailing.

**expedition**

A journey taken for a reason, to chart an unknown land or to discover new things

### Reading Challenge:

Can you find a story about these explorers in the library or in a book shop?  
Can you write your own using the knowledge we have learnt?

### Sticky Knowledge

Marco Polo was born in a prosperous family, his father and uncle were successful traveling merchants.

Christopher Columbus was the first explorer to complete a voyage across the Atlantic Ocean to the Americas.

Francis Drake was an English sea captain who lived in the Tudor period during the reign of Queen Elizabeth I.

### Key Questions:

Why do we remember these explorers?  
How have they impacted our lives today?  
Who is the most significant explorer?

## Vocabulary

**The silk road**

The route merchants took to buy and sell goods between cities from Europe to China. It was used to trade many things including silk.

**Cathay**

A historical word used by people in Marco Polo's time to describe the area where China is today.

### Previous knowledge:

Queen Elizabeth was the reigning monarch for the United Kingdom from 1952 until her recent death in 2022. She lived in Buckingham Palace in London.  
Her son is now the King.  
Why was she significant?

## Timeline

1254

Marco Polo is born in Venice, Italy.

1271

Marco Polo sets off on his travels across the Middle East and Asia.

1451

Christopher Columbus is born in Genoa, Italy.

1492-1503

Columbus completes four voyages to the Caribbean, Central and South America.

1540

Francis Drake is born in Devon, England.

1552

Walter Raleigh is born

1577-1580

Francis Drake circumnavigates the globe.

1595

Walter Raleigh's first expedition to find El Dorado.

1588

Spanish Armada attempts to invade England.

## Vocabulary

**merchant**

A person who buys and sells goods.

**explorer**

A person who travels to and across unknown areas

**circumnavigate**

To go entirely around, especially sailing.

**expedition**

A journey taken for a reason, to chart an unknown land or to discover new things

## Reading Challenge:

### Sticky Knowledge

Walter Raleigh was a gentleman in Elizabeth I's royal court.

In 1595, Walter Raleigh explored the Orinoco River in South America to try and find the fabled city of El Dorado.

The order of significant explorers goes: Marco Polo, Christopher Columbus, Francis Drake and then Walter Raleigh

### Key Questions:

Why do we remember these explorers?  
 How have they impacted our lives today?  
 Who is the most significant explorer?

## Vocabulary

**El Dorado**

A mythical city which was meant to be full of treasures. Many explorers in history believed it was real and searched in South America.

### Previous knowledge:

Queen Elizabeth was the reigning monarch for the United Kingdom from 1552 until her recent death in 2022. She lived in Buckingham Palace in London.  
 Her son is now the King.  
 Why was she significant?

## Timeline

1254

1271

1451

1492-1503

1540

1552

1577-1580

1595

1588

Marco Polo is born in Venice, Italy.

Marco Polo sets off on his travels across the Middle East and Asia.

Christopher Columbus is born in Genoa, Italy.

Columbus completes four voyages to the Caribbean, Central and South America.

Francis Drake is born in Devon, England.

Walter Raleigh is born

Francis Drake circumnavigates the globe.

Walter Raleigh's first expedition to find El Dorado.

Spanish Armada attempts to invade England.

## Vocabulary

<b>Population</b>	How many people live in a place
<b>Religion</b>	A group of beliefs and rituals. This can include stories and prayer.
<b>Language</b>	How people communicate. People can speak in different languages.
<b>Bordering countries</b>	The countries that surround another country. Kenya is border by Somalia, Tanzania, Uganda, Ethiopia and Sudan.
<b>Seaport</b>	A city with a port where ships and boats go in and out to sea.
<b>Shanty town</b>	A settlement with very poor housing, made of materials people can find.

## Sticky Knowledge

Kenya is a country in Eastern Africa.



Nairobi is the capital city of Kenya.



Different regions of the country are very different, and the people there have different lifestyles.

## Vocabulary

<b>Wealthy</b>	Having a great deal of money and resources.
<b>Poverty</b>	A state of being extremely poor (lacking in money).
<b>Migrate</b>	Move from one region to another.
<b>Rent</b>	An amount a person pays to live in a house.

### Key Questions:

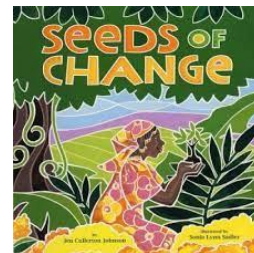
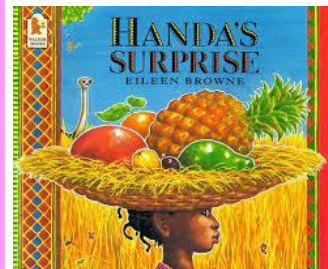
What are the human features in Kenya?

What are the physical features in Kenya?

What is it like in the capital city Nairobi?

### Reading Challenge:

Have you read any books about Kenya? Are there any similarities with other African countries you might have read about?



### Previous learning:

In Year one you learnt about the United Kingdom and the different countries that make up the United Kingdom. Africa is also split up into different countries, Kenya is one of these. How is Kenya different to England?

## Vocabulary

<b>Population</b>	How many people live in a place
<b>Religion</b>	A group of beliefs and rituals. This can include stories and prayer.
<b>Language</b>	How people communicate. People can speak in different languages.
<b>Bordering countries</b>	The countries that surround another country. Kenya is border by Somalia, Tanzania, Uganda, Ethiopia and Sudan.
<b>Seaport</b>	A city with a port where ships and boats go in and out to sea.
<b>Shanty town</b>	A settlement with very poor housing, made of materials people can find.

## Sticky Knowledge

The Maasai live in villages in the Masai Mara Reserve. The landscape consists of vast grassland.



Different regions of the country are very different, and the people there have different lifestyles.

## Vocabulary

<b>Wealthy</b>	Having a great deal of money and resources.
<b>Poverty</b>	A state of being extremely poor (lacking in money).
<b>Migrate</b>	Move from one region to another.
<b>Rent</b>	An amount a person pays to live in a house.

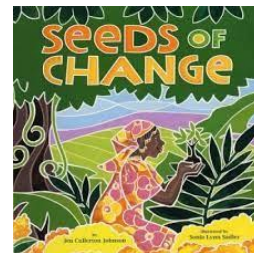
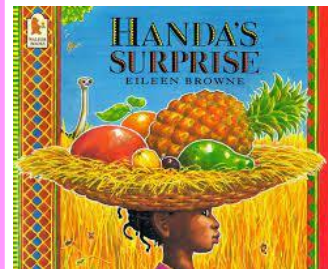
### Key Questions:

What are the human features in Kenya?

What are the physical features in Kenya?

What is it like in the capital city Nairobi?

**Reading Challenge:**  
Have you read any books about Kenya? Are there any similarities with other African countries you might have read about?



### Previous learning:

In Year one you learnt about the United Kingdom and the different countries that make up the United Kingdom. Africa is also split up into different countries, Kenya is one of these. How is Kenya different to England?

Vocabulary


Slit	A long, narrow cut or opening
Interlocking	Two or more objects that overlap or fit together
Freestanding	Not attached to or supported by another structure

**Previous learning:**  
 In Year One, you learnt about the different types of sculptures that exist. You learnt about clay and how it can be turned into a sausage, a slab, a ball and a ball with a hole.

**Reading Challenge:**  
 Can you paint/draw any of the characters in your books in the style of Henry Matisse?

Sticky Knowledge

Joan Miro was a Spanish sculptor.



She was influenced by the style of Surrealism.

Surrealist art is linked to thoughts, feelings and dreams.

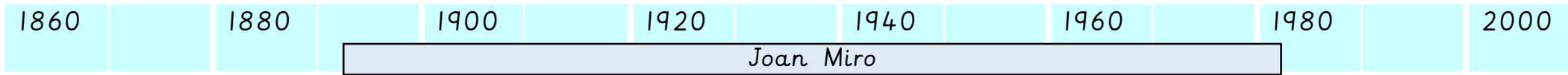
Miro used abstract and surrealist forms for his sculpture

Miro was interested in birds and how they inhabited the space between land and sky

Vocabulary

Automatism	A form of surrealism where the artist draws 'without thinking'.
Surrealism	An artistic movement that values dreams and the ideas of your unconscious mind - often resulting in strange, dreamlike images.
Construction and assembly	In the twentieth century a new way of making sculpture emerged. Constructed sculpture in various forms became a major stream in modern art.
Form	How the three dimensional object looks.

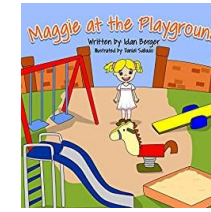
**Key Questions:**  
 How can we use card to create our own sculptures in the style of Joan Miro?  
 Why do you think people like surrealism?  
 Do you like the style of surrealism?



## Vocabulary

<b>Playground</b>	An outdoor area for children to play in, usually in a school or public park.
<b>Free-standing structure</b>	A structure that will stand up on its own.
<b>Frame</b>	A rigid structure that surrounds something
<b>Base</b>	The part of a structure on which something rests
<b>Strong</b>	Will not break under high force

**Reading Challenge:**  
Can you make a playground like one in a book you might have read?



## Vocabulary

<b>Stable</b>	Not likely to give way or overturn.
<b>Join</b>	A link or connection
<b>Buttress</b>	A structure built against a wall to strengthen or support it.
<b>Net</b>	What a 3D shape looks like when it is open out flat; it can be cut and folded to make the 3D shape.

## Sticky Knowledge

Cut at intervals into the bottom of the structure and fold the tabs to create tabs which you can stick to the base.

Buttresses' can be made by making triangles/triangular prisms that are stuck against the structure and base.

Before making a structure we can make a net which shows what a 3D shape looks like when it is open out flat; it can be cut and folded to make the 3D shape.

## Design brief

'The council are looking to open a new playground in the local area. Year 2 children in different schools are being asked to help them design it. You need to design and make a model of the playground equipment which must be free-standing structures'

## Previous learning:

In Year 1 you learnt that a building is a structure made up of many parts and that these parts can be joined together in a variety of ways.

You also learnt that building have to be designed and evaluated as part of the making process.

## Key Questions:

How can we make sure our final product meets the design brief?

Why is it important to design our final product before making it?

Why is it important to evaluate our final product?

How does this build on our learning from Year 1?

## Vocabulary

<b>Glockenspiels</b>	A percussion instrument where sounds are made when a hammer hits the metal frame.
<b>Perform</b>	An act of presenting a play or piece of music in front of an audience.
<b>Bass</b>	The lowest sound someone or an instrument can make.
<b>Audience</b>	Spectators or listeners at a public event. E.g. concert or musical.
<b>Dynamics</b>	The varying levels of volume and sound within a musical performance.
<b>Rhythm</b>	A strong regular, repeated pattern or sound throughout the music.
<b>Improvise</b>	Create and perform something with planning and preparation.
<b>Melody</b>	A sequence of notes and sounds that form a tune.

## Reading Challenge:

Our songs this half term are all about friendship. Can you find any books about friendship?

## Sticky Knowledge

Unison is everyone singing at the same time.

Songs include other ways of using the voice e.g. rapping (spoken word).

Music has a steady pulse, like a heartbeat.

Rhythms are different from the steady pulse.

We add high and low sounds, pitch, when we sing and play our instruments.

## Previous learning

In year 1 we learnt about rhythms and how we can create rhythms from words, our names, our favourite foods and different animals.

## Key Questions:

How can we engage our audience when we are performing?  
 How did the music make you feel when you were listening to it?  
 How did the music make you feel when you were performing it?



## Vocabulary

Living	Something is living if it can grow, move and reproduce.
Dead	To have been once alive and moving.
Never alive	Something that has never been living. For example, a rock.
Habitats	Places where animals and plants live.
Micro habitats	A very small part of a habitat, such as a clump of grass or a space between rocks.
Food	It gives living things energy to survive and function.
Leaf litter	Dead plant material that has fallen to the ground.
Shelter	What people and animals use to protect them from their surroundings.

**Reading Challenge:**  
Can you find a book that is about each of the different habitats we are learning about?

Sticky Knowledge
Some things are living, some were once living but now dead and some things never lived.
There is variation between living things.
Different animals and plants live in different places. Living things are adapted to survive in different habitats.
Environmental change can affect plants and animals that live there

**Key Questions:**  
How have the different animals adapted to their environments?

What do you think would happen if the animal didn't adapt to their environment?



## Vocabulary

Sea shore	The area where the sea meets the beach.
Woodland	An area of land covered by trees.
rainforest	A tall, thick forest that receives a lot of rain each year.
Conditions	What the weather or environment is like.
Desert	A place that has very little rainfall, can be sandy and hot or cold and icy.
Damp	Slightly wet
Shade	An area of darkness that the sun's rays can't get to.

**Previous learning:**  
In reception we learnt that different insects live all over the world. We also learnt that caterpillars turn into butterflies after being in a cysallis.

## Vocabulary

Database	A computerised system that makes it easy to search, select and store information.
Search	Looking for information in a database or the World Wide Web using a search engine.
Internet	A global computer network providing a variety of information and communication facilities.
Search Engine	A program that searches for and identifies items on the World Wide Web.
Digital Footprint	Traceable activities that you carry out whilst on the internet.
Search Tools	A way of finding out more information. E.g. Images, videos and maps.
Online Safety	Staying safe online by following rules. E.g. don't talk to strangers.

**Reading Challenge:**  
Can you use safe internet searching to read about our topic in history or geography?

### Sticky Knowledge

To search online you go onto a search website. E.g. Google or Safari.

In the search bar, type in what information you want to know. It can be a question or a few words.

To navigate the websites, you can click on images, maps and other websites to find out more information.

**Key Questions:**  
How do we know if we are staying safe online?  
Who can we speak to if we are worried about something we see online?

**Previous learning:**  
In year 1 we learnt that we can use passwords to help us access our accounts online. We know that we shouldn't share our passwords with anyone else. We learnt that to keep safe, it is best to use an avatar, instead of a picture of ourselves and that we should only go on a website if an adult has said that we can.



Chrome



Safari



Firefox



Edge

You can type your search query here or even speak 'dictate' your search on lots of devices.



After typing your search query, you can simply press enter or click 'Google Search'.

Instead of pressing enter or 'Google Search', you can click on this button which will take you directly to the webpage Google thinks is most relevant.

## Vocabulary

<b>Different</b>	Not the same as another or each other.
<b>Similar</b>	The same as something or someone.
<b>Relationship</b>	The way in which two people are connected.
<b>Important</b>	Something of great significance or value.
<b>Physical Contact</b>	Person to person touching.

### Key questions:

Who can you talk to in school if you feel worried about something?  
 Is it okay that we are all different?  
 How can you solve a conflict with your friends?

### Reading Challenge:

Do you read about any healthy relationships in your books? How do you know these are healthy relationships?

### Sticky Knowledge

Everyone's family is different.

There are different forms of physical contact and some are acceptable some are not.

Some things cause conflicts amongst friends and these conflicts can be solved positively.

Sometimes keeping a secret is good and sometimes it is not.

### Previous learning:

In year 1 we thought about what a good friend is and that everyone might have different friends but this is okay. We also thought about when it is okay to greet our friends with hugs and we know it is only okay to do this if everyone is happy to.

## Vocabulary

<b>Acceptable</b>	Able to be agreed upon, tolerated or allowed.
<b>Conflict</b>	A serious disagreement or argument involving two or more people.
<b>Problem Solving</b>	Working logically to solve problems and find solutions.
<b>Secret</b>	Not known or seen or not meant to be known or seen by others.
<b>Trust</b>	Firm belief in the reliability, truth or ability to believe in something or someone.
<b>Reliability</b>	The quality of being trustworthy or of performing consistently well.
<b>Compliment</b>	A polite expression of praise or admiration.