



Maths

Unit 3



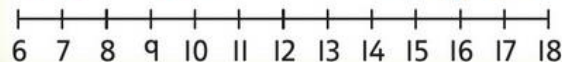
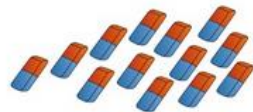
Addition and subtraction 2



In this unit we will ...

- ⚡ Add two 2-digit numbers
- ⚡ Subtract 2-digit numbers
- ⚡ Find the difference between two numbers
- ⚡ Solve missing number problems

How many more rubbers are there than pencils?
Use the number line to find out.



We will need some maths words. Do you remember any of them?

total

tens

ones

subtract

difference

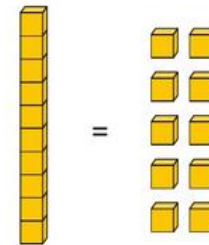
10 more

10 less

bar model

represent

Base 10 equipment is useful. Use it to find the total of $16 + 7$.





Maths

Unit 4



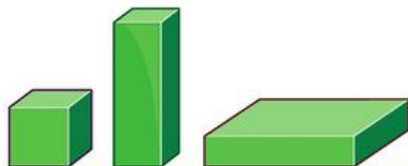
Properties of shapes



In this unit we will ...

- ⚡ Recognise 2D and 3D shapes
- ⚡ Count the sides and vertices on 2D shapes
- ⚡ Learn about symmetry
- ⚡ Count the faces, edges and vertices on 3D shapes
- ⚡ Sort 2D and 3D shapes

How are these shapes similar?
How are they different?



Do you remember what these shapes are called?



We need lots of words to describe 2D and 3D shapes. Do you know any of these words?

pentagon

polygon

prism

quadrilateral

hexagon

hemisphere

symmetry

symmetrical

vertex

vertices

edge

side

face

line of symmetry

curved surface



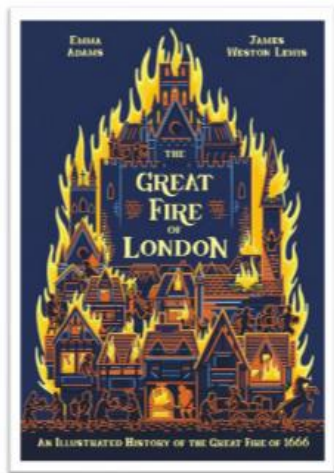


English

The Great Fire of London

by

Emma Adams and James Weston Lewis



Year 2 Pathways to Write: Autumn 2

Outcome: Information report

Writing outcome:

To write a fact sheet about London and the events of the fire.

Greater depth writing outcome:

To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↳ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and co-ordination (and) 	<ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Specific vocabulary linked to the topic • Clear and precise description • Present tense (past tense for historical facts) • Title • Sub-headings • Introduction • Grouped information • Facts from research



Science



Science - Microhabitats

A **microhabitat** is a small area with different conditions to the surrounding area.



under logs and stones



grass



leaf litter



soil

Minibeasts are small creatures without a backbone.

Minibeasts are small creatures without a backbone.

woodlouse



ladybird



snail



worm



Minibeasts live in microhabitats that provide them with **food** and **shelter**.

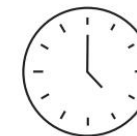
Scientists use **super Science** skills to find answers to questions.

Super Science skills

Researching



Observing over time



Comparative and fair testing



Grouping



Spotting patterns





Religious Education

RELIGIOUS EDUCATION

Y2 A2 KNOWLEDGE MAT



WHY DOES CHRISTMAS MATTER TO CHRISTIANS?

OUTCOMES

- Give a clear account of Jesus' birth as told by Matthew
- Understand what the word incarnation means and why it is important to Christians
- Give examples of the ways in which Christians celebrate Christmas around the world
- Understand the meaning of Christmas carols
- Decide what they have to be thankful for at Christmas

JESUS	MAGI / WISEMAN
Christians believe Jesus is God incarnate	Visited Jesus believing he was a king.
ANGEL	ADVENT
God's messengers	The time leading up to Christmas.
INCARNATION	
Christmas believe that Jesus is God in flesh	

An angel visited Joseph to tell him that Mary's baby was from God.	Christmas is a time when Christians celebrate the incarnation.
Christians believe that Jesus is God and that he was born as a baby.	The wisemen brought gold, frankincense, and myrrh - they knew Jesus was special.



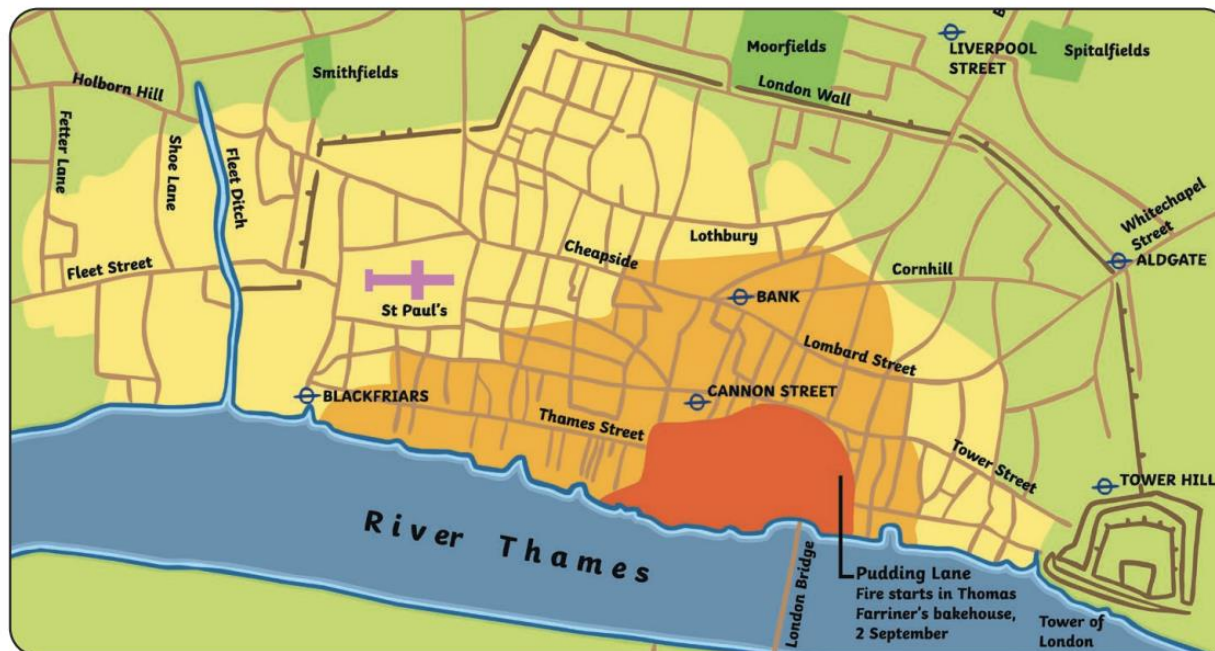
Geography

The Great Fire of London

KS1

Spread of the Fire

- Sunday 2nd September 1666
- Monday 3rd September 1666
- Tuesday and Wednesday 4-5th September 1666



Timeline of Events

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666

The fire starts at around 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.
Thousands of people are left homeless.



History

The Great Fire of London

KS1

Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century , in 1666.

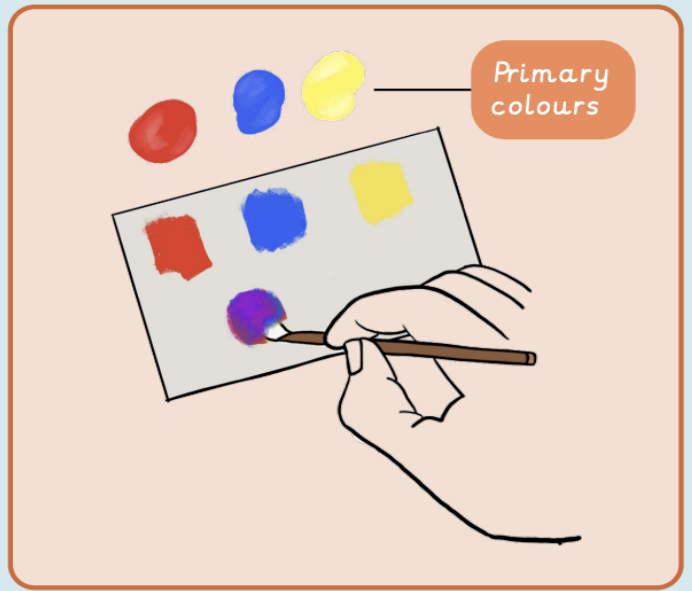
Key People
  
Samuel Pepys Sir Christopher Wren King Charles II

Key Knowledge	
When was the Great Fire of London?	The Great Fire of London started on Sunday 2 nd September 1666 and ended on Thursday 6 th September 1666.
Where did the fire start?	The fire started in a bakery on Pudding Lane.
Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
What happened after the fire?	After the fire, many buildings were rebuilt . King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.

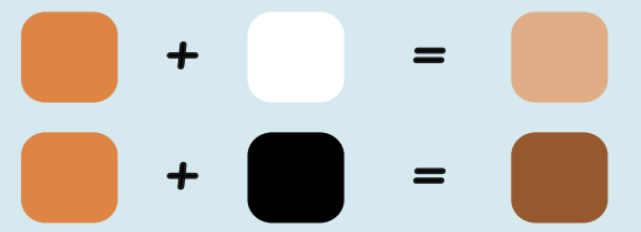
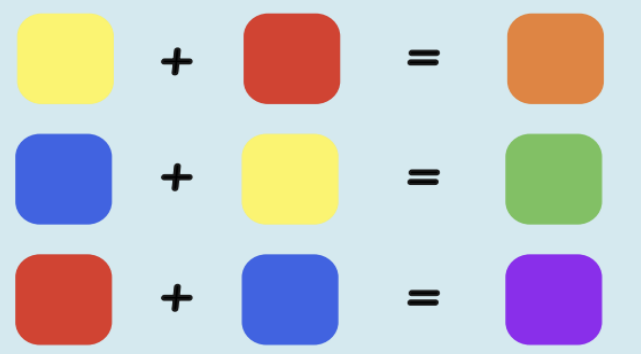


Art

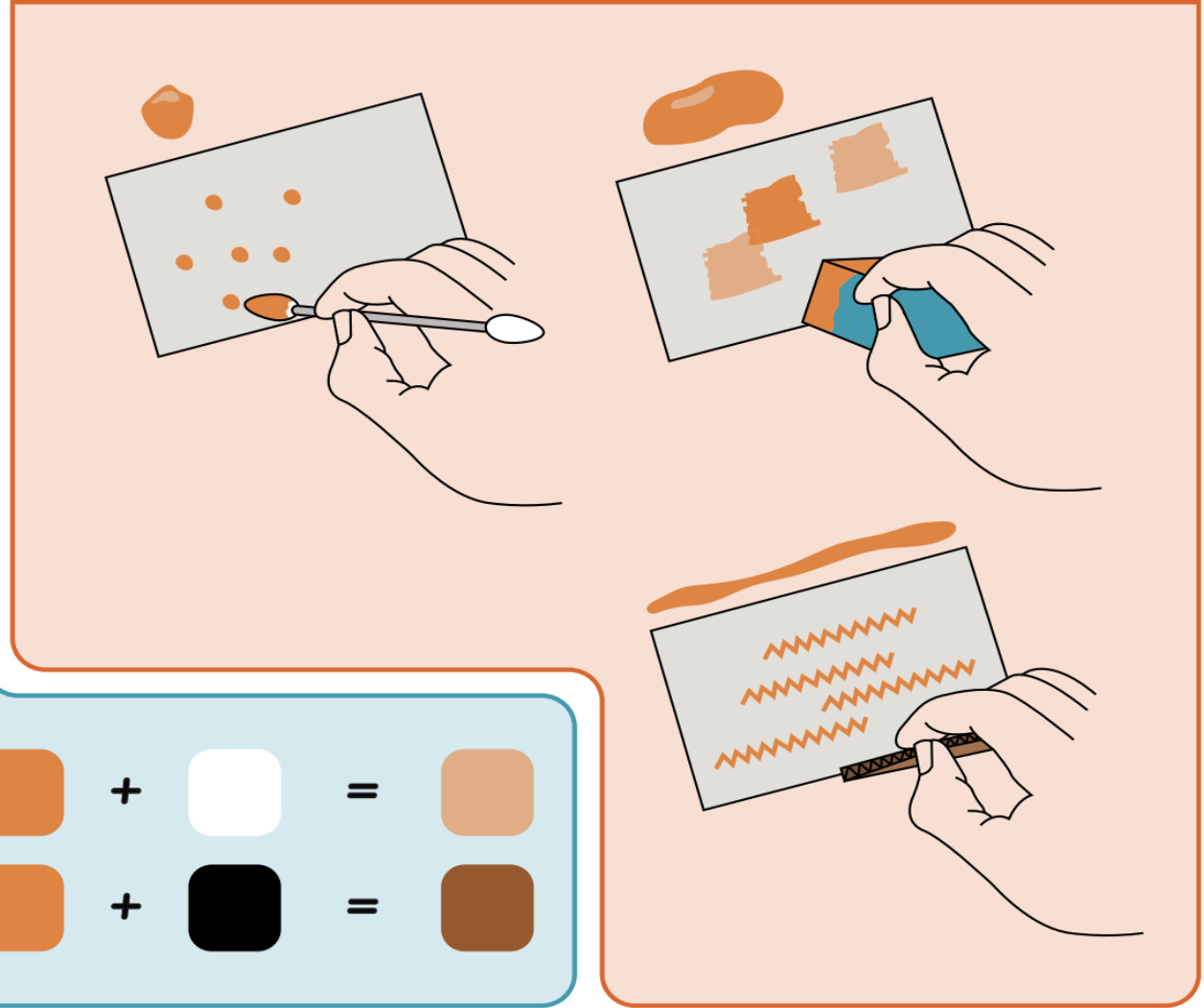
Mixing secondary colours



Primary colours



Painting tools can make textures





Design and Technology

Textiles - Pouches

Accurate	Neat, correct shape, size and pattern with no mistakes.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Knot	A join made by tying two pieces of string or rope together.
Pouch	A small bag made to keep objects safe and to be carried easily.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Sew	To join or fasten by stitches made using a needle and thread.
Shape	The form of an object.
Stencil	A shape that you can draw around.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Thimble	A small metal cap to cover and protect your finger when sewing.

Here are some examples of sewn products:



Key facts



Remember to plan where your stitches will go on the pouch **template**.



When cutting the **template** out, be careful and as **accurate** as possible.



Eye of the needle



Remember to tie a knot at the other end of your thread before sewing. Ask an adult if you are stuck.



Computing

Algorithms and debugging

Abstraction	To pick out the important information.
Algorithm	A clear set of instructions to carry out a task.
Artificial intelligence	Computers that can perform the tasks that humans normally do.
Bug	An error or mistake in computer code.
Correct	Free from mistakes.
Data	Information used for a specific purpose or investigation.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Error	A mistake.
Key features	Important parts of something.
Loop	A repeated sequence of instructions.
Predict	To make a guess.
Unnecessary	Not needed.

Abstraction: Key information

Remember to take spare clothes, including t-shirts, trousers, a coat, underwear and a hat. There will be a lot of wet weather in the rainforest, so wrap up to stay dry.

You might hear lots of animals, such as monkeys and parrots. Keep close to the adults and be careful where you step.

Do not forget to take a drink and a snack.

Decomposition: Smaller chunks

List for the rainforest:

- Take spare clothes
- Wet weather
- Keep close to the adults
- Take a drink and a snack



Key facts

Kapow Primary

Zooming into an Australian rainforest on Planet Earth.



Algorithm for making a hot chocolate:

1. Fill the kettle with water
2. Boil the water
3. Fill a mug with the boiled water
4. Add a teaspoon of cocoa powder
5. Add a drop of milk
6. Stir well





Music

Music - Instruments (Musical storytelling)



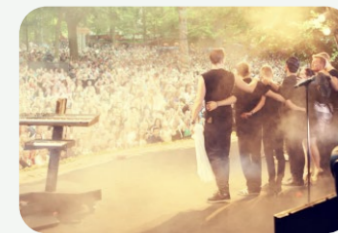
tempo:

The speed of the music (fast or slow).



encore:

When the audience claps and asks musicians to play more music.



instrumental sound:

A sound produced by musical instruments.



dynamics:

The volume of a piece of music.



sound effect:

A sound created to represent something in a film, television programme or play.

