

Pathways to Write keys.

Writing Outcome:

To write a letter in role persuading characters to save the trees.

Gateway Keys -

- Some use of subordination (when, because).
- Use progressive form of verbs in the past and present tense.
- Use punctuation correctly (as taught so far)
- Write sentences with different forms: statement, question, exclamation, command.

Mastery Keys-

- Use subordination (if, that).
- Add 'er' and 'est' to adjectives.
- Use homophones and near homophones.
- Use punctuation correctly - apostrophes for contracted form.

Feature Keys-

- Include detail and description to inform the reader.
- Write in 1st person.
- Use a range of sentence forms to address the reader.
- Include personal comments and own viewpoint.
- Use openings and closings.

Developing Vocabulary

flung	popgun
supplies	stalking
lurk	bracken
pounce	tree stump
wander	doorknob
endless	land
grazing	lynx
awash	human
nowadays	miles
pickings	earth



Key Vocabulary

length

long

short

height

tall

measure

ruler

tape measure

metre stick

centimetre (cm)

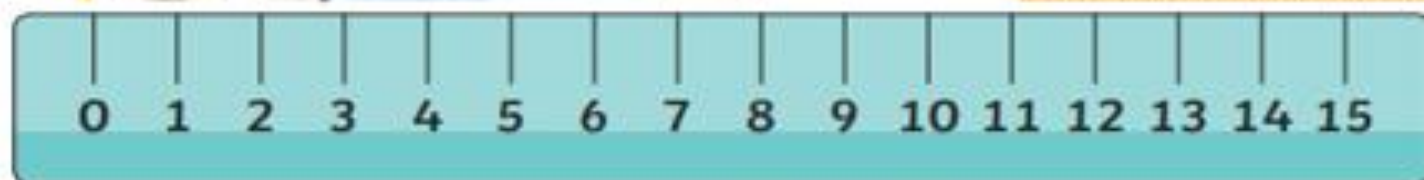
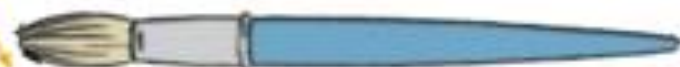
metre (m)

compare

order

Measuring in Centimetres

Measure from zero.



This ruler measures in **centimetres (cm)**. The paintbrush is 8cm long.

This ruler is to scale.

Measuring in Metres



We can measure the length or height of larger objects in **metres (m)**.
The girl is 1m and 20cm tall.

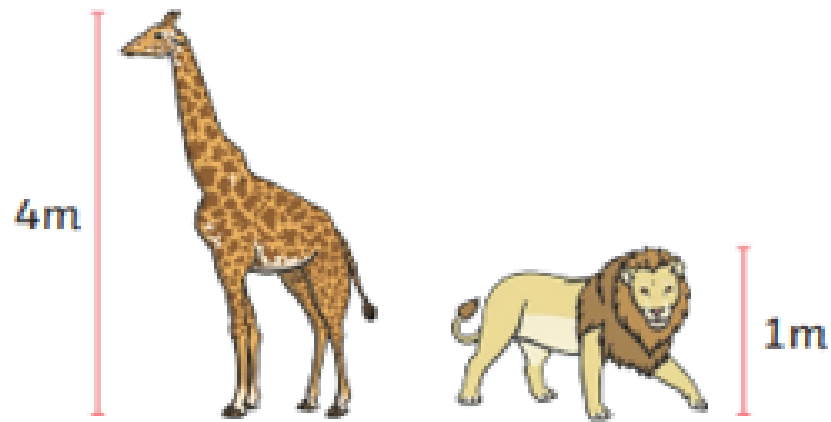


We can use metre sticks, trundle wheels or tape measures.
1 metre = 100 centimetres



Comparing Height

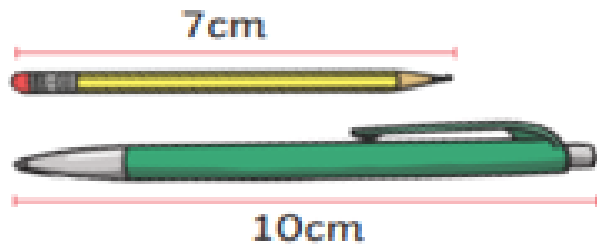
The giraffe is **taller** than the lion.
The lion is **shorter** than the giraffe.



$$4\text{m} > 1\text{m}$$

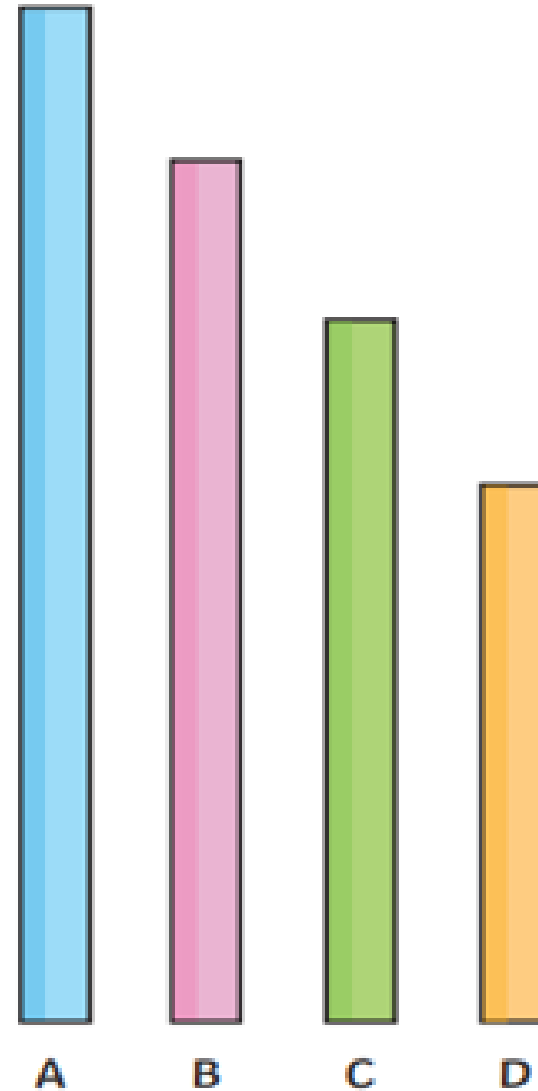
Comparing Length

The pencil is **shorter** than the pen.
The pen is **longer** than the pencil.



$$7\text{cm} < 10\text{cm}$$

Ordering Length







The straws are in order from **longest** to **shortest**.

A is the **longest**.
D is the **shortest**.
B is **longer** than C.
C is **shorter** than A.

Key Vocabulary
mass
gram
kilogram
lighter
heavier
capacity
volume
millilitre
litre
temperature
Celsius
degrees

Mass







We use scales to measure **grams**.

A gram is a small unit of measurement that we use to measure how heavy or light something is.

We can write gram as **g**.

We measure the following using grams:




15g > 10g

We also use scales to measure **kilograms**.

A kilogram is a larger unit of measurement that we use to measure how light or heavy something is.

We can write kilogram as **kg**.

We measure the following using kilograms:



1kg < 3kg

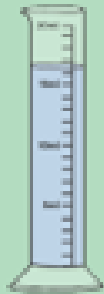


Capacity

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Millilitres



We can use a measuring cylinder to measure very small volumes.

We measure these in millilitres.
We write this as ml.

$$1000\text{ml} = 1\text{l}$$



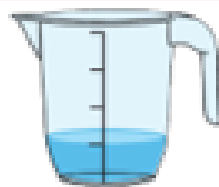
Litres



We can use a jug to measure larger volumes.

We measure these in litres.
We write this as l.

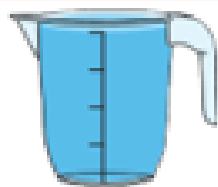
$$1000\text{ml} = 1\text{l}$$



quarter full



half full



full

$$25\text{ml} < 250\text{ml} \quad 10\text{l} > 2\text{l}$$

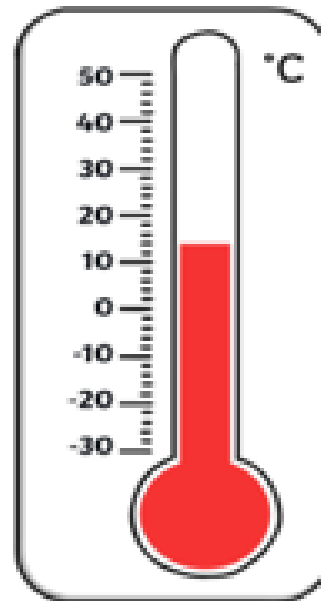
Temperature

Temperature is a measure of heat.

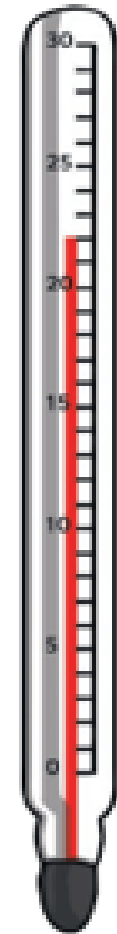
Thermometers are used to measure temperature.

We usually measure temperature in **degrees Celsius ($^{\circ}\text{C}$)** but some parts of the world use degrees Fahrenheit ($^{\circ}\text{F}$).

We can measure the temperature of air, liquids or objects using a thermometer.



Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube that show the temperature.



Key Vocabulary

fraction

part

whole

equal

share

half

quarter

third

equivalent

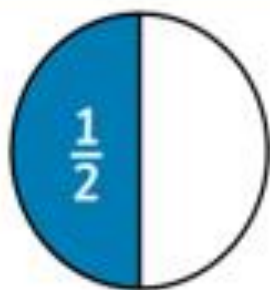
numerator

denominator

Recognising Unit Fractions

Half

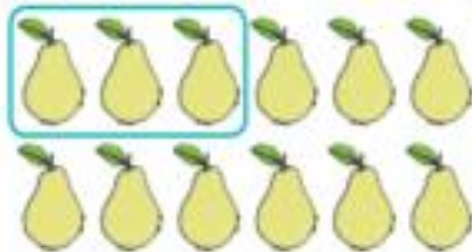
A whole split into two equal parts.



$\frac{1}{2}$ of
 $8 = 4$

Quarter

A whole split into four equal parts.



$\frac{1}{4}$ of
 $12 = 3$

Third

A whole split into three equal parts.



$\frac{1}{3}$ of
 $6 = 2$

Non-unit Fractions

$\frac{2}{3}$



$\frac{3}{4}$



Equivalent Fractions

$$\frac{1}{2} = \frac{2}{4}$$



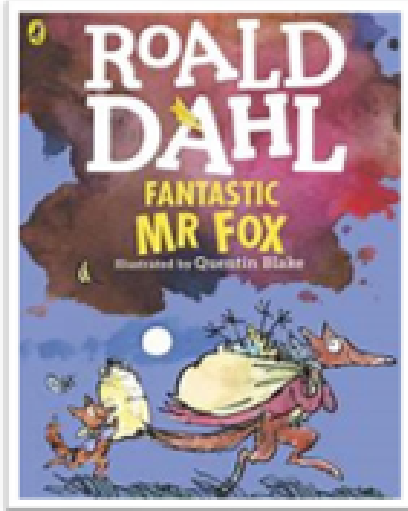
Numerator and Denominator



$\frac{3}{4}$

Numerator
How many equal parts of the whole are needed?

Denominator
How many equal parts are in the whole?



Fantastic Mr Fox by Roald Dahl.

Key Skills:

Children will be able to:

- Predict what might happen on the basis of what has been read so far.
- Learn new vocabulary.
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary.
- Learn how to read and retrieve information to answer and ask questions about the text.
- Discuss their favourite words and phrases from the book.
- Discuss the sequence of events in a book and how items of information are related.
- Learn how to make inferences on the basis what is being said and done.

About the book:

Mr Fox is a clever fox who lives underground beside a tree with his wife and four children. To feed his family, he makes nightly visits to local farms owned by three cruel farmers named Boggis, Bunce, and Bean, stealing poultry from each. Tired of being outsmarted by Mr Fox, the farmers devise a plan to ambush him as he leaves his burrow.

About the Author:

Roald was a British author of popular children's literature and short stories. His books have sold more than 300 million copies worldwide. Dahl has been called "one of the greatest storytellers for children of the 20th century".



Year 2 Computing – Summer 1 Creating pictures

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.6 **Creating Pictures**

Key Vocabulary

Art

A visual form of creative activity and imagination.

Palette

Within computer graphics, this is the range of colours or shapes available to the user.

Style

A particular way in which something looks or is formed.

Fill

Causing an area to become full, in this case, of colour.

Pointillism

Pointillism was a development of impressionism. It was invented mainly by George Seurat and Paul Signac. Pointillist paintings are created by using small dots in different colours to build up the whole picture. Colours are placed near each other rather than mixed.

Impressionism

The impressionist movement began in the 1860s and became most popular in the 1870s and 1880s. It differed from the common art of the time because it wasn't religious art, showing scenes from religious stories or specific events, but was just intended to capture a scene at a moment. The art gave an 'impression' of the scene.

Surrealism

Explored the subconscious areas of the mind. The artwork often made little sense as it was usually trying to depict a dream or random thoughts.

Key Resources



2Paint a Picture

Key Learning

- To learn the functions of the 2Paint a Picture tool.
- To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).
- To recreate Pointillist art and look at the work of pointillist artists such as Seurat.
- To learn about the work of Piet Mondrian and recreate the style using the lines template.
- To learn about the work of William Morris and recreate the style using the patterns template.
- To explore surrealism and eCollage.



Year 2 Computing – Summer 1 Effective Searching



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.5 Effective Searching

Key Learning

- To understand the terminology associated with searching.
- To gain a better understanding of searching on the Internet.
- To create a leaflet to help someone search for information on the Internet.

Key Questions

How can I search the Internet?

The easiest way to search the Internet is using a search engine. The search engine crawls the Internet looking for answers to the search enquiry. Google is a popular search engine.

Key Vocabulary

Digital Footprint

The information about a person that exists on the Internet as a result of their online activity.

Network

Connected devices that can send and receive information, voice and video.

Web Page

A single page which can include images, videos and charts.

Domain

Part of the Internet owned by an individual, company or organisation.

Search Engine

A program to help you find web pages on the Internet.

World Wide Web

The web pages and documents you see when you are browsing online. It is just one part of the Internet.

Key Resources

purple
mash



Internet

A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.

Web Address

Identifying address for a file or web page on the Internet. Also known as URL.

Web Site

A collection of web pages that belong to one domain.

Year 2 – Summer 1 – Growth and Survival.

Some animals give birth to **live young**.

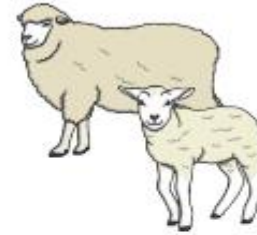


Some animals lay eggs which the **young** hatch from.



Both of these types of **young** then **develop** into **adults**.

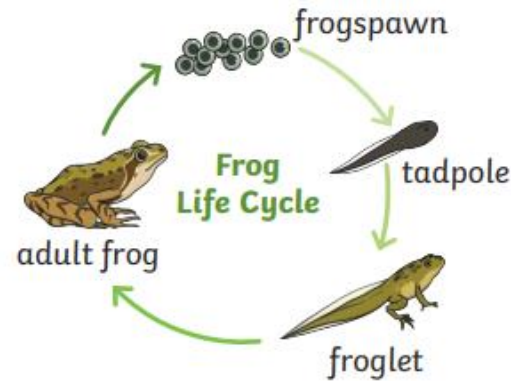
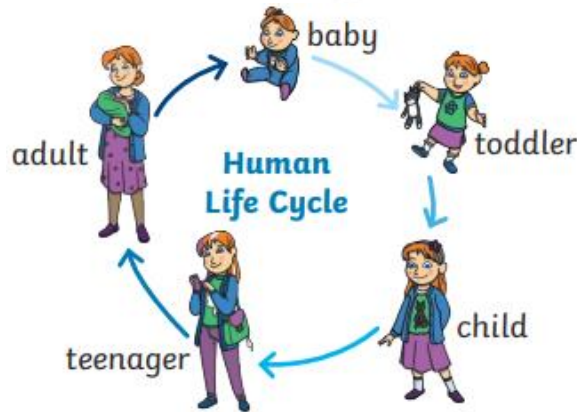
Some **offspring** look like their **adult** when they are born.



Some **offspring** do not look like their **adult** when they are born.



All **young** animals change as they go through the different stages of their **life cycle** and grow into **adults**.



Key Vocabulary	
adult	A fully grown animal or plant.
develop	To grow bigger and become stronger.
life cycle	The changes living things go through to become an adult.
offspring	The child of an animal.
young	Offspring that has not reached adulthood.
live young	Offspring that has not hatched from an egg.



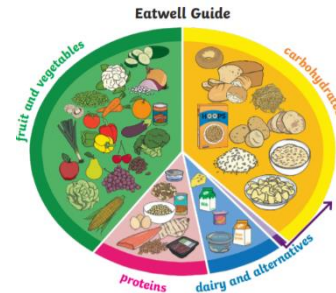
Year 2 – Summer 1 – Growth and Survival.

Learning breakdown:

Survival: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Use their observations and ideas to suggest answers to questions.

Exercise: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests.

Healthy Living: Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests. Observe closely, using simple equipment.



To stay alive, all animals have three basic needs for survival:

air



water



food



Children are introduced to the three basic needs of animals for survival (water, food and air). The unit ends with children looking at healthy lifestyles, including the importance of exercise, healthy eating and hygiene.

diet	The food and water that an animal needs.
disease	Illness or sickness.
exercise	A physical activity to keep your body fit.
germs	Tiny living things that can cause disease.
hygiene	How we keep ourselves and the world around us clean so we can stay healthy and stop germs spreading.
nutrition	Food needed to live.
pulse	The beating of the heart that can be felt in your neck and wrist.

Key Vocabulary

local area	Nearby.
national	Within the same country.
resort	A popular place for holidays.
tourist	Someone who travels or visits a place for pleasure.
feature	An interesting or important part.
physical feature	A feature that has been formed by nature.
human feature	A feature that has been made or changed by humans.
pier	A structure built out into the water for people to walk on.
promenade	A public place for walking for pleasure.

Visiting Places

People visit lots of different places. They might visit a **local area**, travel a bit further and go on a **national** trip, or take a longer holiday somewhere else in the world. Many **tourists** like to visit a seaside **resort**.



There is always plenty to do at the seaside, like building sandcastles, paddling in the sea and donkey rides.



Physical Features of the Seaside

A seaside **resort** has many **physical features**. **Features** such as the beach, the sea, cliffs and caves have been made naturally. This means they were made by nature.

Human Features of the Seaside

Human features found at the seaside might include the **pier**, the **promenade**, a lighthouse and a fairground. These **features** are all man-made.

Key Vocabulary

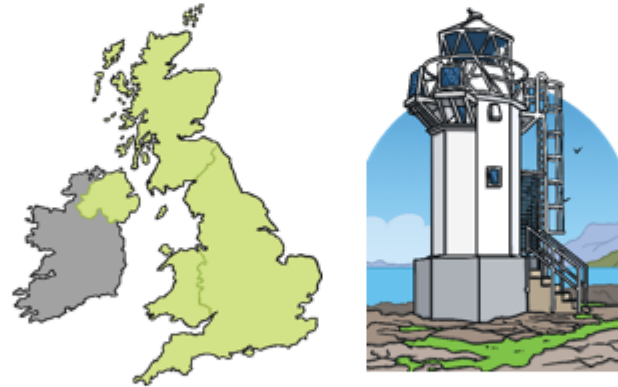
United Kingdom (UK)	England, Scotland, Wales and Northern Ireland.
Victorian	When Queen Victoria ruled (from 1837-1901).
sea bathing	Swimming in the sea.
attractions	Things to see and do.
bay	Part of the coast where the land curves in and is surrounded by the sea on three sides.
Harbour	A place where ships or boats moor (tie-up).
climate	Weather.

Seaside Holidays in the Past

There are lots of seaside **resorts** in the **United Kingdom** that have been popular for many years. In **Victorian** times, people would travel to the seaside to enjoy activities, such as a puppet show, walk along the **promenade** or to go **sea bathing**. The **Victorians** believed that the sea air was good for you and that **sea bathing** would make you healthy.



In the past, beaches were much cleaner because there was less litter.



Visiting Beaches

The coastline around the **UK** is where you can find seaside resorts. There are lots of islands around the world that people visit for their holidays. Some have a warmer **climate** than others.

Seaside Towns

Seaside towns have plenty of **attractions** for **tourists**. The **bay** and beaches are some of the **physical features** that visitors can enjoy. The **harbour** is used for boat trips, fishing and seal spotting tours.

Seaside Towns

Seaside **resorts** have plenty of restaurants and cafes for **tourists** to visit. There are also huts selling snacks, such as ice-creams, drinks and fish and chips. The **UK** is made up of the large island of Great Britain, Northern Ireland and many smaller islands.

Crucial Knowledge Art: Summer Year 2—Earth Art



Drawing— Line, pattern and texture.

- I can identify repeating patterns in rangoli patterns.
- I can identify repeating patterns in mandala patterns.
- I can spot the symmetry in mandala patterns.

Painting, printing and colour

- I know that natural materials can be used to make different mark making materials, including paints .
- I can experiment with different ways to paint a rock.
- I can comment on the colours of natural materials and how this can add to my artwork.
- I can use given colours to finish a mandala patter.

Responding to artwork and using a sketchbook

- I can use natural materials such as twigs and sticks to create a sculpture.
- I can recreate rangoli patterns using natural materials such as leaves .
- I can use clay to create imprints of natural materials such as leaves.
- I can describe what weaving is.
- I can create a simple loom .
- I can weave using interesting natural materials .
- I can recreate a mandala using natural materials.
- I can use natural materials to create a collage scene.
- I can name ways that rocks were used in ancient artworks.
- I understand what is meant by 'abstract' artwork .

Collage, sculpture and 3-D art

- I can describe what a sculpture is.
- I can comment on what different sculptures are made from.
- I can use natural materials such as twigs and sticks to create a sculpture.
- I can recreate rangoli patterns using natural materials such as leaves .
- I can use clay to create imprints of natural materials such as leaves.
- I can describe what weaving is.
- I can create a simple loom .
- I can weave using interesting natural materials.