



# English

## Writing Mat Expected Year 1

Punctuation Power!	
	Spaces between words
<b>A</b>	Capital letters at the beginning of a sentence, for names of people, places, days of the week and 'I' (me)
.	A full stop at the end of a sentence
!	Exclamation marks for surprise
?	Question marks for questions

Super Spellings... I need to know <b>some</b> of these:				
a	go	me	push	they
are	has	my	said	to
ask	he	no	says	today
be	here	of	school	was
by	his	one	she	we
come	house	once	so	were
do	I	our	some	where
friend	is	pull	the	you
full	love	put	there	your

Days of the week			
Monday	Tuesday	Wednesday	
Thursday	Friday	Saturday	Sunday

More than One!	
Use <b>-s</b> and <b>-es</b> to make plurals.	
three bears 	some dishes 

Fantastic Phonics	
Say the word. Split it into phonemes. Write the graphemes. Use your phonics knowledge to spell words.	
<b>Read and write these:</b>	
j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	
ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e	

Super Suffixes		
Use <b>-ing</b> , <b>-ed</b> and <b>-er</b> to make new words.		
playing	played	player
helping	helped	helper

Top Tips	
Say your whole sentence out loud first.	
Read it back to check that it makes sense and make changes.	

Joining Ideas	
<b>and</b>	
fish <b>and</b> chips	
bat <b>and</b> ball	
Tim <b>and</b> Sam	
I love football <b>and</b> I love school.	

Punctuation Power!	
	Correctly sized spaces
<b>A</b>	Capital letters to begin a sentence and for names and places
.	A full stop at the end of a sentence
!	Exclamation marks for exclamations or surprise
?	Question marks for questions

Super Spellings... I need to know <b>many</b> of these:			
poor	cold	again	move
find	gold	grass	prove
mind	hold	pass	half
floor	told	plant	parents
eye	every	path	money
kind	great	door	improve
who	break	both	sugar
whole	steak	most	could
any	Mrs	even	would
child	after	climb	beautiful
wild	fast	busy	because
Mr	last	people	should
only	past	pretty	behind
old	father	sure	Christmas
many	class	bath	everybody
clothes	water	hour	children

Some have capital letters.			
Use apostrophes to show contractions.			
hasn't	it's	she'll	I've
(has not)	(it is/it has)	(she will)	(I have)

Sneaky Suffixes	
glue on the end of a word:	
<b>-ment</b>	amazement
<b>-ness</b>	happiness
<b>-ful</b>	playful
<b>-less</b>	hopeless
<b>-ly</b>	angrily
Sometimes suffixes change the end of the root word.	

## Writing Mat Expected Year 2

Smashing Sentences	
<b>Statement</b>	I am seven.
<b>Question</b>	How old are you?
<b>Exclamation</b>	What a nice surprise it is to see you!
<b>Command</b>	Come to my party.

Terrific Tenses	
<b>Present</b>	The girl plays drums / The girl is playing the drums.
<b>Past</b>	The girl played the drums.

Jolly Joining Words	
Co-ordination	
and	but so
Subordination	
if	that when
George can play outside <b>when</b> he has had his dinner.	
The horse would win the race <b>if</b> it kept running.	
The frog made a loud croaking sound <b>that</b> made me jump.	

Describe	
Use noun phrases to add more detail.	
the cold, deep sea	
a tall, leafless tree	
a creaky, wooden box	



# Maths

## Number and Place Value – Year 1

**Counting**

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

98, 99, 100, 101, 102      fourteen, thirteen, twelve

---

Count, read and write numbers to 100 in numerals

34, 35, 36      thirty-four, thirty-five, thirty-six

sixty-seven, sixty-eight, sixty-nine, seventy      67, 68, 69, 70

---

Count in multiples of twos, fives and tens

2, 4, 6, 8, 10      10, 20, 30, 40

5, 10, 15, 20

## Number and Place Value Mat

### Expected Year 1

**Place Value**

Given a number, identify one more and one less

one more than 8 is 9

12 is one less than 13

**Read and Write**

Read and write numbers from 1 to 20 in numerals and words

twenty      20

seventeen      17

**Identify and Represent**

Identify and represent numbers using objects and pictorial representations including the number line

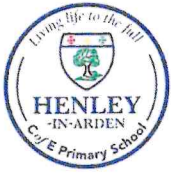
Use the language of: equal to, more than, less than (fewer)

14 is equal to 14

15 is more than 12

13 is less than 17

most      least



# Maths

## Number and Place Value – Year 2

**Counting**

Count in steps of 2, 3, and 5 from 0...

2, 4, 6,  
8, 10

5, 10,  
15, 20

3, 6, 9,  
12, 15

...and in tens from any number, forward and backward.

21, 31,  
41, 51

107, 97,  
87, 77

**Number and Place Value Mat**  
Expected Year 2

**Place Value**

Recognise the place value of each digit in a two-digit number (tens, ones).

34

↑    ↑

tens ones

**Solve Problems**

Use place value and number facts to solve problems.

$90 - 40 = 50$

Match the following:

20 + 6

50 + 6

X

30 + 26

10 + 16

**Compare and Order**

Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.

$34 < 43$

Order the following:  
17, 71, 70, 10

10	17	70	71
smallest			greatest

**Identify and Represent**

Identify, represent and estimate numbers using different representations, including the number line.

30 31 32 33 34 35 36 37 38 39 40

34 can be represented by:

Estimate how many circles:

**Read and Write**

Read and write numbers to at least 100 in numerals and words.

thirty-four 34


70 seventy





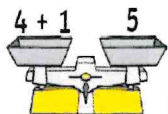
# Maths

## Addition and Subtraction – Year 1

### Addition and Subtraction

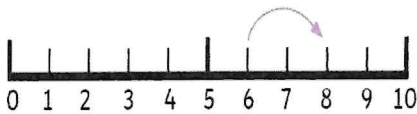
add  
total      sum  
and  plus  
altogether

subtract  
less      take away  
minus  difference

equals  
   
makes

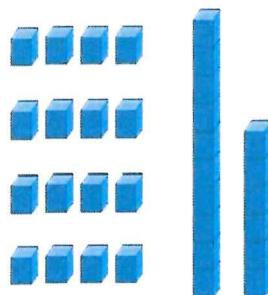
#### Counting On

$$6 + 2 = 8$$



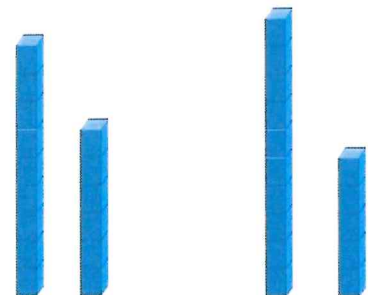
#### Partitioning

$$16 = 10 + 6$$



#### Rearrange

$$9 + 6 = 15 \Rightarrow 10 + 5 = 15$$








# Maths

## Addition and Subtraction – Year 2

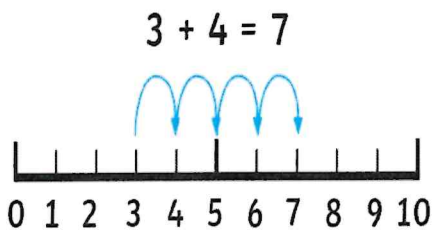
### Addition and Subtraction

add  
total      sum  
and  plus  
altogether

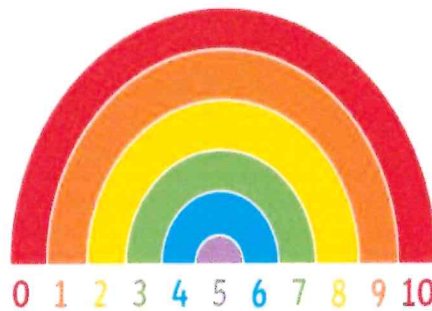
subtract  
less      take away  
minus    
difference

equals  
  $4 + 1 = 5$   
makes

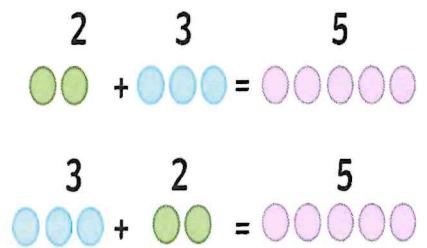
#### Numberline Addition



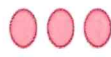
#### 10s Facts





#### Commutativity



#### Connection between + and -

$4 + 5 = 9$  

$9 - 4 = 5$  

$9 - 5 = 4$  

$0 + 10 = 10$      $2 + 8 = 10$      $4 + 6 = 10$

$1 + 9 = 10$      $3 + 7 = 10$      $5 + 5 = 10$

#### Doubles

#### Near Doubles



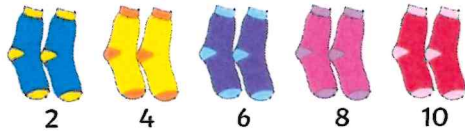
# Maths

## Multiplication and Division – Year 1

### Multiplication and Division

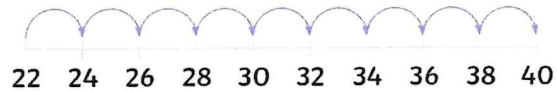
### Knowledge Organiser

#### Count In 2s

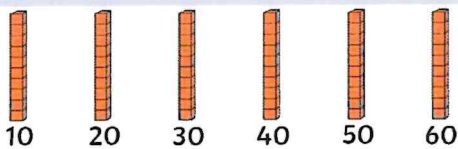


There are 5 pairs of socks.  
There are 10 socks in total.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

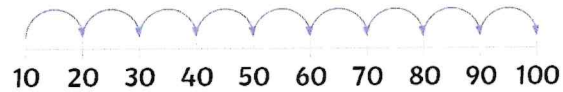


#### Count In 10s

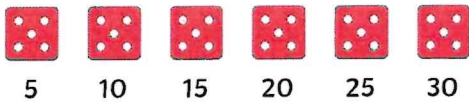


There are 6 groups of 10.  
There are 60 altogether.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

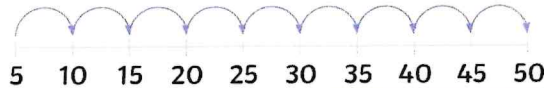


#### Count In 5s



There are 6 5s.  
There are 30 in total.

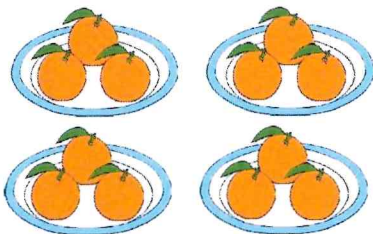
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20



### Multiplication and Division

### Knowledge Organiser

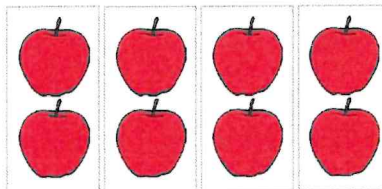
#### Recognise Equal Groups



There are 4 equal groups  
of 3 oranges.

#### Add Equal Groups

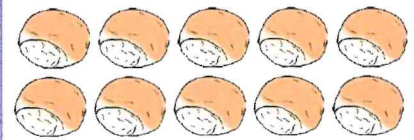
There are 4 groups of 2 apples.



$2 + 2 + 2 + 2 = 8$  apples.

#### Make Arrays

There are 2 rows of 5 bread rolls.  
There are 10 bread rolls altogether.



There are 5 columns of 2 bread rolls.  
There are 10 bread rolls altogether.

#### Group Equally

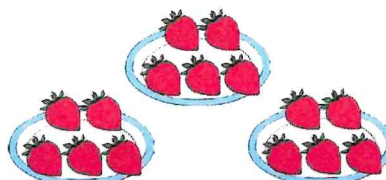
Put the shoes into groups of 2.



There are 3 equal groups of 2.

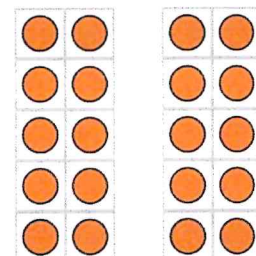
#### Share Equally

Share the strawberries equally  
into 3 groups.



15 shared equally between  
3 groups is 5.

#### Make Doubles



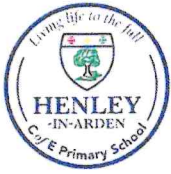
$10 + 10 = 20$   
Double 10 is 20.

# Maths

## Multiplication and Division – Year 2

Multiplication and Division		Knowledge Organiser	
<b>Key Vocabulary</b>	<b>Recognise Equal Groups</b>	<b>Make Equal Groups</b>	
groups	5 equal groups with 3 in each group	Make 4 equal groups.	
equal groups		<b>Add Equal Groups</b>	<b>The Multiplication Symbol</b>
lots of	2 equal groups with 4 in each group	$2 + 2 + 2 + 2 = 8$ apples	$4 \times 2 = 8$ $2 \times 4 = 8$ 8 apples
arrays			$2 \times 5 = 10$ $5 \times 2 = 10$ 10 cookies
repeated addition		<b>Multiplication from Pictures</b>	<b>Use Arrays</b>
multiplication	4 equal groups of 10	4 lots of 2 = 8 2 lots of 4 = 8	4 rows of 10 = 40 10 columns of 4 = 40
times tables			
divison			
odd			
even			
double	6 equal amounts of 5 pence		
half			

Multiplication and Division		Knowledge Organiser	
<b>The 2 Times Table</b>	<b>The 5 Times Table</b>	<b>The 10 Times Table</b>	
8 lots of 2 = 12 $8 + 2 = 12$ 	9 lots of 5 = 45 $9 \times 5 = 45$ 	7 lots of 10p = 70p $7 \times 10 = 70$ 	
<b>Divide by 2</b>	<b>Odd and Even Numbers</b>	<b>Divide by 5</b>	
There are 10 sandwiches altogether. There are 5 lunch boxes. There are 2 sandwiches in each lunch box. $10 \div 5 = 2$	<b>Even Numbers</b> 2, 4, 6, 8, 10 <b>Odd Numbers</b> 1, 3, 5, 7, 9	There are 30 grapes altogether. There are 5 bowls. There are 6 grapes in each bowl. $30 \div 5 = 6$	
<b>Doubling and Halving</b>	<b>Divide by 10</b>	<b>The 5 and 10 Times Table</b>	
Double 6 is 12 Half of 12 is 6	There are 50 pencils altogether. There are 10 pots. There are 5 pencils in each pot. $50 \div 10 = 5$	 What do you notice?	



# Art and Design

## Exploring Line and Shape

Art - Drawing: Exploring line and shape



artist Bridget Riley		artist Paul Klee		
 abstract	 organic	 portrait	 control	 pressure
 circle	 triangle	 square	 rectangle	

Art - Drawing: Exploring line and shape



Different materials and their marks

chalk 	pencil 	felt pen 	soft pastel 	oil pastel 	crayon 	charcoal 
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Line types

 straight	 wavy	 curved	 dashed	 dotted	 zigzag
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# Design Technology

## Puppets

### Textiles - Puppets

<b>Decorate</b>	To add details to a design to improve its appearance.
<b>Design</b>	To make, draw or write plans for something.
<b>Fabric</b>	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
<b>Glue</b>	A sticky liquid that can join two things together.
<b>Model</b>	A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.
<b>Hand puppet</b>	A toy that you can make move by putting your hand inside it
<b>Safety pin</b>	A 'U' shaped pin with a cap where the needle slots in securely after fastening.
<b>Stencil</b>	A shape that you can draw around.
<b>Technique</b>	A way of doing something to complete a task.
<b>Template</b>	A stencil which you use to help you draw a shape more easily on to different materials.

### Key facts

**Kapow**  
Primary

You will use a variety of techniques to create your puppet including cutting, gluing, stapling and pinning.

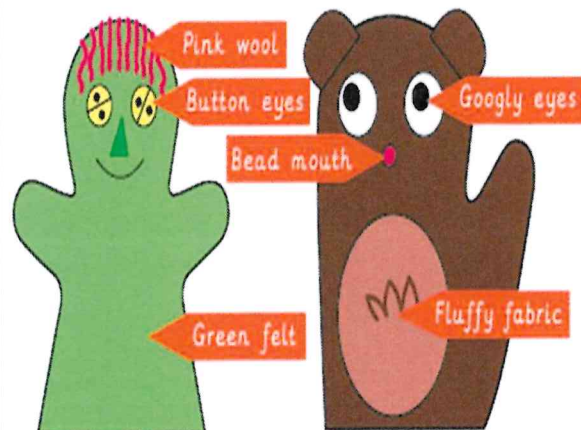
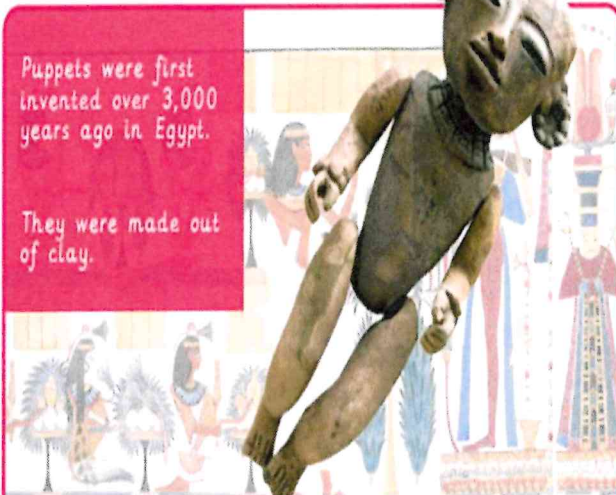


What colour fabric will you choose for your puppet?  
What colour hair will your puppet have?  
What kind of eyes, nose and ears will your puppet have?

### Did you know?

Puppets were first invented over 3,000 years ago in Egypt.

They were made out of clay.



# Design Technology

## Smoothies

### Cooking and nutrition - Smoothies

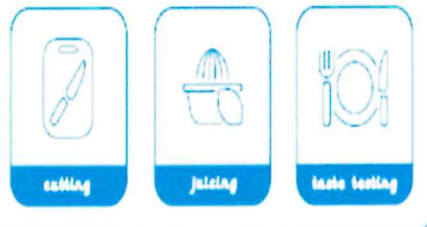
#### Vocabulary

<b>cut</b>	To use a knife to make something smaller.
<b>fruit</b>	The part of a plant that has the seeds in.
<b>Ingredients</b>	The foods needed to make a recipe.
<b>juice</b>	To get the juice out of a fruit or vegetable.
<b>juicer</b>	Something used to get juice from a fruit.
<b>leaf</b>	The flat green part of a plant that grows from a branch or stem.
<b>root</b>	Part of a plant that takes water and other things from the soil.
<b>seed</b>	New plants grow from it.
<b>stem</b>	The long, thin part of a plant that holds it up.
<b>table knife</b>	A tool used for cutting.
<b>vegetable</b>	Any part of a plant that you can eat.



Fruits and vegetables are an important part of a balanced diet.

#### Skills



#### Key facts

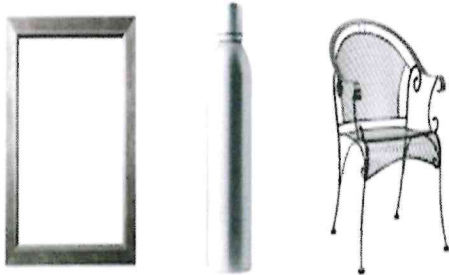


## Uses of everyday and plant-based materials



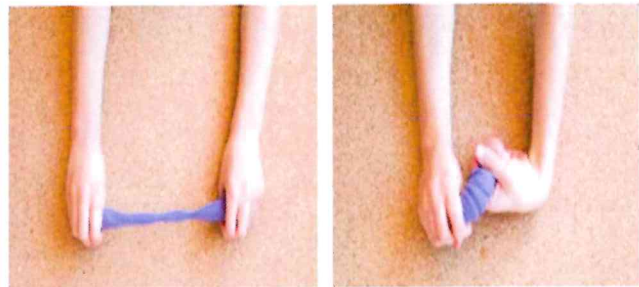
### Science - Uses of materials

Materials have properties that suit the uses of many different objects.



Metal is waterproof, strong and stiff.

Some solid objects are made from materials that can change shape.



stretch

twist



bend

squash

Objects are often made from different materials.



metal

wood

plastic

material

What objects are made from.

property

How a material is described.

suitable

The best choice.



# RE

## Muslim worldviews

THEO

**What is God like for those with Muslim worldviews?**

Exploring the concept of tawhid and 99 attributes of God

THEO

PHIL

HSS

**Why might living in harmony be so important for those with Muslim worldviews?**

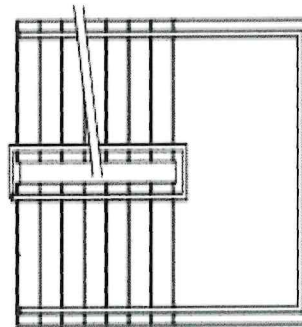
Exploring the concept of ummah and rights of our neighbour

THEO

HSS

**How do those with Muslim worldviews often demonstrate their beliefs?**

Exploring the concept of the masjid, prayer and service to humanity



**What is so important about the Qur'an?**

Exploring the concept of divine revelation and divine guidance

THEO

HSS

**What is the role of Muhammad (PBUH) in Islamic worldviews?**

Muhammad as Prophet

THEO

**Are all Muslims living life in the same way?**

Exploring the concept of the Five Pillars of Islam

THEO

HSS



# PE – Autumn 1

## Team Building

**Knowledge Organiser Team Building Year 2**

**About this Unit**  
Being able to work as a team is an important skill. What does good team work look like?

**Respect:** They teach you to be more understanding of others and to share responsibilities between you.

**Communication:** Learning to listen to others, giving and following instructions and sharing ideas.

**Problem solving:** You get to learn from others and share ideas to find the best answer to solve a problem.

**Working together:** Being able to share ideas and work together to come up with a plan.

**Key Vocabulary**

communicate	plan
include	solve
instructions	successful
map	support

**Ladder Knowledge**

- Problem solving:** listening to each other's ideas might give you an idea you hadn't thought of.
- Navigational skills:** a map tells us where we are.
- Communication:** using encouraging words when speaking to a partner or group will help them to trust you.
- Reflection:** talking about what you have done well and what you could improve will help you if you play again.

**Movement Skills**

- run
- jump
- balance
- co-ordination

**Thinking Skills:** Social, Emotional, Thinking

**Rules**  
Listen carefully to the rules of each game so that you can use them.

**Healthy Participation**

- Work safely around others and when using equipment.
- When using blindfolds, make sure the area is safe and only move when your partner tells you to.

**Home Learning**  
Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

**Magic Carpet**

**What you need:** 12 balloons, 12 pieces of string, 12 pieces of tape, 12 pieces of paper.

**How to play:** 1. Attach a string of balloons to the end of a piece of paper. 2. Attach a string of balloons to the end of a piece of paper. 3. Attach a string of balloons to the end of a piece of paper. 4. Attach a string of balloons to the end of a piece of paper. 5. Attach a string of balloons to the end of a piece of paper. 6. Attach a string of balloons to the end of a piece of paper. 7. Attach a string of balloons to the end of a piece of paper. 8. Attach a string of balloons to the end of a piece of paper. 9. Attach a string of balloons to the end of a piece of paper. 10. Attach a string of balloons to the end of a piece of paper. 11. Attach a string of balloons to the end of a piece of paper. 12. Attach a string of balloons to the end of a piece of paper.

**This unit will help you to:**

- balance
- move different body parts at the same time
- be faster

**If you enjoy this unit why not see if there is a forest school club in your local area.**

## Fundamentals

**Knowledge Organiser Fundamentals Year 2**

**About this Unit**  
Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.

**Key Vocabulary**

balance	land	sprint
dodge	run	swing
hop	skip	take off
jump	speed	weight

**Ladder Knowledge**

- Running:** Putting weight into the front of your feet helps you to stride in a balanced position. Landing on the balls of your feet, taking big steps and leaning a little back will help you to run faster.
- Balancing:** Squaring your shoulders will help you to balance.
- Jumping:** Swinging your arms forward will help you to jump further.
- Hopping:** If you look straight ahead it will stop you from falling over when you land.
- Skipping:** Swing opposite arm to leg to help you to skip without a rope.

**Movement Skills**

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

**Thinking Skills:** Social, Emotional, Thinking

**Rules**  
Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

**Healthy Participation**

- Behave and move in a safe way.

**Home Learning**  
Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

**Footwork Frenzy**

**What you need:** 12 balloons, 12 pieces of string, 12 pieces of tape, 12 pieces of paper.

**How to play:** 1. Attach a string of balloons to the end of a piece of paper. 2. Attach a string of balloons to the end of a piece of paper. 3. Attach a string of balloons to the end of a piece of paper. 4. Attach a string of balloons to the end of a piece of paper. 5. Attach a string of balloons to the end of a piece of paper. 6. Attach a string of balloons to the end of a piece of paper. 7. Attach a string of balloons to the end of a piece of paper. 8. Attach a string of balloons to the end of a piece of paper. 9. Attach a string of balloons to the end of a piece of paper. 10. Attach a string of balloons to the end of a piece of paper. 11. Attach a string of balloons to the end of a piece of paper. 12. Attach a string of balloons to the end of a piece of paper.

**This unit will help you to:**

- change direction
- balance
- move different body parts at the same time
- be faster
- be stronger

**If you enjoy this unit why not see if there is an athletics club in your local area.**

## Invasion Games

**Knowledge Organiser Team Building Year 2**

**About this Unit**  
Being able to work as a team is an important skill. What does good team work look like?

**Respect:** They teach you to be more understanding of others and to share responsibilities between you.

**Communication:** Learning to listen to others, giving and following instructions and sharing ideas.

**Working together:** Being able to share ideas and work together to come up with a plan.

**Problem solving:** You get to learn from others and share ideas to find the best answer to solve a problem.

**Key Vocabulary**

communicate	plan
include	solve
instructions	successful
map	support

**Ladder Knowledge**

**Problem solving:** listening to each other's ideas might give you an idea you hadn't thought of.

**Navigational skills:** a map tells us where we are.

**Communication:** using encouraging words when speaking to a partner or group will help them to trust you.

**Reflection:** talking about what you have done well and what you could improve will help you if you play again.

**Movement Skills**

- run
- jump
- balance
- co-ordination

This unit will also help you to develop other important skills:

**Social** support and encourage others, communication, inclusion, trust, kindness

**Emotional** perseverance, confidence, determination, accepting

**Thinking** comprehension, identify strengths and areas for development, problem solving

**Rules**

Listen carefully to the rules of each game so that you can use them.

**Healthy Participation**

- Work safely around others and when using equipment.
- When using blindfolds, make sure the area is safe and only move when your partner tells you to.

**Home Learning**

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

**Magic Carpet**

**What you need:** Two teams, one blindfold, one ball, one rope.

**How to play:**

- Form a square of five. The perimeter of the square is the rope.
- Blindfold one of the team and the other team is the rope.
- Place the ball in the middle of the square.
- Make the ball move to the blindfolded team by using your partner and following the rope.

**Review:**

- How did it go?
- What did you learn?
- What did you like?
- What did you not like?
- What can you do to make it better next time?

**This unit will help you to:**

- balance
- move different body parts at the same time
- be faster

If you enjoy this unit why not see if there is a forest school club in your local area.

## Sending and Receiving

**Knowledge Organiser Sending and Receiving Year 2**

**About this Unit**  
Sending and receiving skills are important because they can be used in lots of other games. Learning these skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your sending and receiving skills with practice.

**body face target** → **roll**

**swing underarm** → **hit**

**step forward** → **hit**

**use the centre of the racket** → **hit**

**watch the ball**

**move your feet to the ball** → **hit**

**throw** → **body face target**

**catch**

**scoop with two hands** → **catch**

**wise fingers** → **catch**

**two hands** → **catch**

**Key Vocabulary**

catch	receive	target
kick	roll	throw
ready position	send	track

**Ladder Knowledge**

**Sending:** Control the ball before sending it. Stepping with opposite foot to throwing arm will help you to balance.

**Receiving:** Use wide fingers and pull the ball in to your chest to help to securely catch.

**Movement Skills**

- roll
- track
- catch
- receive with feet
- kick
- send and receive with a racket

This unit will also help you to develop other important skills:

**Social** communication, collaboration, leadership

**Emotional** honesty, determination

**Thinking** identifying how to improve, comprehension

**Strategies**

For all ball skills use these tips:

- Track the ball as it comes towards you.
- Point your hand or foot towards your target when sending the ball.
- Cushion the ball as you receive it.

**Healthy Participation**

- Make sure unused balls are stored in a safe place.
- Make sure you work in safe space and show an awareness of others as you use the ball.

**Home Learning**

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

**Complete the Clock**

**What you need:** Two teams, one ball, one rope.

**How to play:**

- Form a circle of five. The perimeter of the circle is the rope.
- Blindfold one of the team and the other team is the rope.
- Place the ball in the middle of the circle.
- Make the ball move to the blindfolded team by using your partner and following the rope.

**Review:**

- How did it go?
- What did you learn?
- What did you like?
- What did you not like?
- What can you do to make it better next time?

**This unit will help you to:**

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

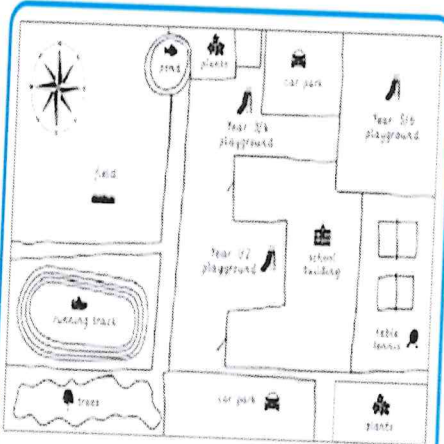
If you enjoy this unit why not see if there is a ball game e.g. a tennis club in your local area.

Head to our youtube channel to watch the skills videos for this unit @getset4education136

# Geography

## Where am I?

### Geography - Where am I?

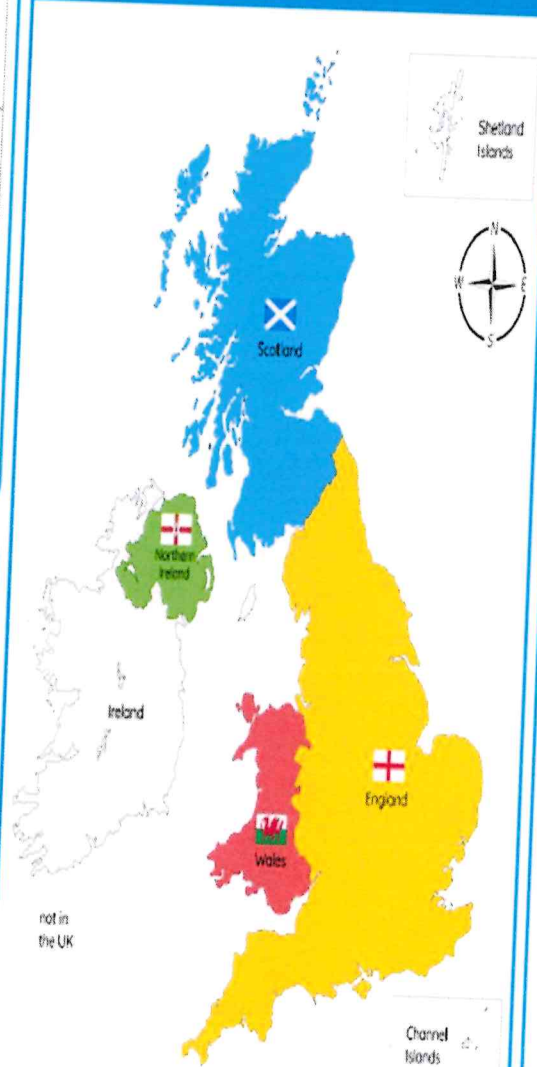


A map is a picture of a place drawn from above. Features are shown using symbols.



An aerial photograph is a photograph taken from above.

### The UK



### Directional language



left right



next to behind



close to in front of



far near



above below

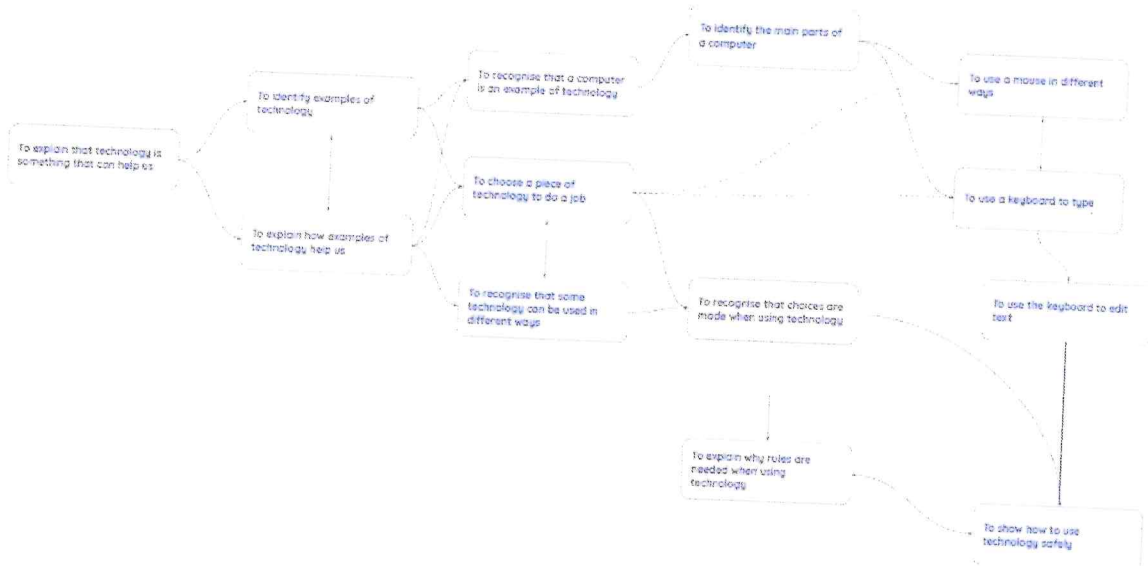


# Computing

## Computer systems and networks – Technology around us



Learning graph  
Year 1 - Technology around us





# History

## The history of schools, both locally and nationally

### Key Vocabulary

**Past** – something that has happened

**Present** – what is happening now.

**Chronology** – putting events in time

**Local history** – history about where we live and our community

**School life** – what lessons and play were like were like for children

**Victorian** – the time when Queen Victoria was queen (1837–1901)

**Modern day** – schools today



### Key Questions

- What is the history of our own school?
- How has school life changed over the last 100 years?
- What has stayed the same?
- What did classrooms look like in the past?
- What lessons and subjects did children learn?

### What We Will Learn

1. Our School's Story
2. Schools 100 Years Ago (1920s–1930s)
3. Schools in the 1950s–1960s
4. Schools Today
5. What Has Changed?
6. What Has Stayed the Same?



### Timeline (last 100 years)

1920s–30s

Strict classrooms,  
wooden desks

1950s–60s

Blackboards,  
more group  
learning

1980s–90s

Computers  
start arriving  
in schools

2000s– today

Interactive  
whiteboards,  
internet, tablets



### Skills We Use

- Put events in chronological order
- Compare the past with the present
- Ask and answer questions about history
- Use photographs, objects, and stories to find out about past

# Music

## Time to play – Exploring rhythmic patterns

### YEAR 2: KEY VOCABULARY



	ARTICULATION	DYNAMICS	PITCH	RHYTHM/ DURATION	STRUCTURE	TEMPO	TEXTURE	TIMBRE	SINGING & PERFORMING	ADDITIONAL MUSICAL WORDS	INSTRUMENT NAMES
TERM 1: TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS		Dynamics Forte ( <b>f</b> ) Getting louder (Crescendo) Getting quieter (Decrescendo/ Diminuendo) Loud Piano ( <b>p</b> ) Quiet/Soft Silence Strong	Melody Up/Down	Beat Echo Pattern Pulse Rest Rhythm Steady	Chorus Pattern Repeat Sound Structure Verse	Fast/Faster Slow/Slower Tempo	Musical layers Ostinato Texture Thicker	Bright Harsh Metal/Metallic Scratchy Timbre	Action sequence Copy Mood Shake Start Stop Style Tap Thinking voice	Conductor Disco Graphic notation	Bass drum Hi-hat
TERM 2: MUSICAL MOODS AND PICTURES	Articulation Detached Smooth Spiky Staccato	Dynamics Getting louder (Crescendo) Getting quieter (Decrescendo/ Diminuendo) Loud/Louder Quiet/Quieter Silence Soft Volume	Minor		Call and response Echo Structure	Fast/Faster Largo Lento Slow/Slower Tempo Vivace	Combine Layer Order Solo Texture	Blow Tap Scrape Shake Timbre	Emotion Mood Start Stop	Conductor Improvis Notation	Accordion Bassoon Drums Flute
TERM 3: PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY	Legato Smoothly/ Smoothly Spiky/Spikily Staccato	Forte ( <b>f</b> ) Loud/Louder Piano ( <b>p</b> ) Silence Quiet/Soft	Ascending Consecutive Descending Down F major High/Higher/ Highest Leap Low/Lower/ Lowest Melody Middle Note names C D E F G A B Pentatonic Pitch Stay the same Scale Step Up	Pulse Rhythm	Call and response Echo Order Pattern	Fast/Faster Slow/Slower	Group Solo	Pluck	Audience Copy Lyrics Mood Perform	Conductor Notation	Double bass Octobass Piccolo

