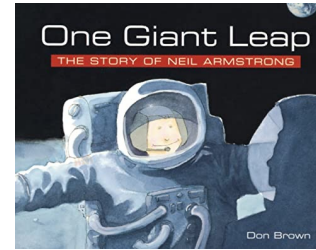
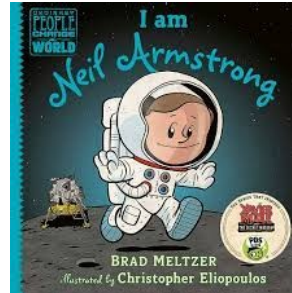


# Year 2 – Term 2 – What does it take to be a Great Explorer?

Key texts – The Great Explorer, One Giant leap, 'I am Neil Armstrong'

## Subject specific vocabulary

achievement	An achievement is something challenging that a person does well..
astronaut	A person who is trained to travel in space.
equipment	Objects that are needed for an activity, such as exploring
expedition	A journey taken for a reason, such as exploring somewhere or something.
explorer	Someone who goes on a journey to find out about somewhere or something new.
polar	Polar describes anything about (or near) the North Pole or South Pole.
significant	Important and worth knowing about.

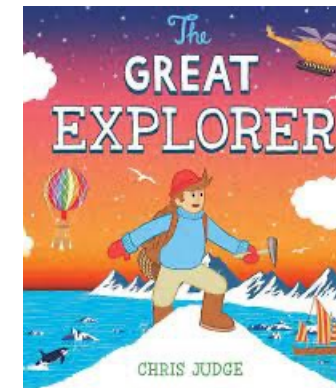


## National Curriculum

- Changes within living memory and, where appropriate these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Links to Geography – naming and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding areas

## Key Questions

- 1 – Why is Ranulph Fiennes in the Guinness book of Records?
- 2 – How do Amy Johnson's achievements compare with those of Ranulph?
- 3- Why did Christopher Columbus sail across an unknown ocean?
- 4- Why was Neil Armstrong's small step also 'a great leap' forward?
- 5 – Are you the kind of person who could become a Mars explorer?
- 6 – Who was Thomas Waghorn and why was he significant?



## Year 2 – Term 2 – What does it take to be a Great Explorer?

### Key skills

To **describe** the achievements of an explorers and give reasons why they are recognised

To **identify** and **recognise** why they explored

To link to the history of the local area, including Thomas Waghorn (Chatham- modern day Amazon)

### KEY INFORMATION

**Neil Armstrong** - He became the first person to walk on the moon. A team of people at NASA made this happen.

**Christopher Columbus** - was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates. Columbus only survived by swimming to land. He became famous as the explorer who found new lands called 'The Americas'.

**Ranulph Fiennes** - the first person to travel on foot to both the North Pole and South Pole, and the only person in the world to reach the summit of Mount Everest and the North Pole and South Pole.

**Amy Johnson** - in 1930, she became the first woman in the world to fly solo from England to Australia, a journey of 18,000 kilometres that took her 19 days.



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# Year 2: Science Materials Term 2



Subject Specific Vocabulary		Working Scientifically	Questions to think about..
Material	Something that an object is or can be made from eg a saucepan can be made from metal	<ul style="list-style-type: none"> <li>• <b>Asking simple questions and recognising that they can be answered in different ways.</b></li> <li>• <b>Observe closely using simple equipment.</b></li> <li>• <b>Performing simple tests.</b></li> <li>• <b>Identify and classifying.</b></li> <li>• <b>Using their observations and ideas to suggest answers and questions.</b></li> <li>• <b>Gathering and recording data to help in answering questions.</b></li> </ul> <div style="background-color: #76b82a; color: white; padding: 5px; text-align: center; margin: 10px 0;"> <b>Science N.C</b> </div> <ul style="list-style-type: none"> <li>• <b>Identify &amp; compare the suitability of everyday materials including wood, metal, plastic, glass, rock, paper for particular uses.</b></li> <li>• <b>Think about unusual &amp; creative uses for everyday materials.</b></li> <li>• <b>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting &amp; stretching and melting.</b></li> </ul>	<input type="checkbox"/> What materials do you wear?  <input type="checkbox"/> Where do you think the materials come from?  <input type="checkbox"/> Which is your favourite material ? Why?
properties	The characteristics of a material, eg glass can be transparent., transparent is the property		
bend			
moulding	The process of shaping a material.		
hard			
solid	A material that has a definite shape that is not easy to change. They have particular properties like hardness or strength.		
irreversible	A change that cannot be undone.		
reversible	Able to be changed or undone.		
natural	Produced by nature not artificial or synthetic		
Man-made	Made by humans and not occurring naturally.		
rigid	Unable to bend or forced out of shape.	Web links <a href="http://www.bbc.co.uk/bitesize/ks1/science/properties_of_materials/play/">http://www.bbc.co.uk/bitesize/ks1/science/properties_of_materials/play/</a> - Desert Island Materials game.	

# Year 2: Design Technology Mechanisms Term 2

Subject Specific Vocabulary		Sticky knowledge about designing and making.	Key skills
<b>design</b>	A plan or drawing produced to show the look and function of an object before it is made.	Wheels can move by either: <input type="checkbox"/> Pulling them, <input type="checkbox"/> Pushing them, <input type="checkbox"/> Adding a motor (like a car).	<input type="checkbox"/> Explore what products are for and how they work.
<b>make</b>	To form something by putting parts together or to combine substances.	A free axle is when the wheels are fixed to the axle and the axle turns in a bigger tube called the bearing.	<input type="checkbox"/> To state what products are being designed and what they are for.
<b>evaluate</b>	To judge the quality of something e.g. how good or bad it is.	A fixed axle is when the axle is fixed to the body and the wheels are free to turn on the axle.	<input type="checkbox"/> To say how their product will work .
<b>mechanism</b>	The parts that make something work.		
<b>vehicle</b>	Something that uses wheels to transport people, goods or to carry other things across land.	The bearing is the hollow tube that the axle goes through. The bearing must be bigger than the axle so that the axle can turn easily.	<input type="checkbox"/> To explore components by making mock ups.
<b>wheel</b>	A circular object that revolves on a axle and is fixed below a vehicle or other object to enable it to move easily.	Dowel is the wooden rods used for making axles to hold wheels.	<input type="checkbox"/> Select from a range of components according to their characteristics.
<b>axle</b>	Are rods that help wheels to rotate.		<input type="checkbox"/> Assemble and join components.
<b>chassis</b>	The chassis is the frame or base on which the vehicle is built.		<input type="checkbox"/> To evaluate products and ideas against design criteria.
<b>friction</b>	The resistance that one surface or object encounters when moving over another.		
<b>dowel</b>	The materials used in creating a piece of artwork		
<b>chassis</b>	The frame or base on which the vehicle is built.		



# Year 2 : Term2 – Digital Photography

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about taking better photos
Camera	A device for recording visual images in the form of photographs or film.	<ul style="list-style-type: none"> <li>iPhoto (iOS)</li> <li>Pixlr (online) <a href="http://pixlr.com">http://pixlr.com</a></li> <li>Snapseed</li> </ul> <p>Online photo galleries:</p> <ul style="list-style-type: none"> <li>Flickr <a href="http://flickr.com">http://flickr.com</a></li> <li>500px <a href="http://500px.com/popular">http://500px.com/popular</a></li> <li>Pixabay <a href="http://pixabay.com/en">http://pixabay.com/en</a></li> </ul> 	I can take high quality photos that are in focus
Image	A visible impression taken by a camera.		I can decide if a photo is worth keeping
Pixel	A minute area of illumination on a display screen, one of many from which an image is composed.		I can edit photos to make them look better
Portfolio	A large, thin, flat case for loose sheets of paper such as drawings or maps.		I can choose my best photos for our class collection
Theme	The subject or topic of a talk, piece of writing, exhibition, etc.		I can talk about how I took, edited and chose my best photos
<p><b>Unit Overview:</b> In this unit, the children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.</p> 		<p><b>E-Safety</b></p> <p>Ensure appropriate safeguards are in place to filter inappropriate content and that any safe search or safe mode settings are enabled.</p> <p>Talk to the children about what is acceptable and unacceptable to photograph. It is not a good idea to take or share photographs in which children can be identified, or that might reflect badly on the children, you or the school.</p> <p>If the children upload work they create for others to see, make sure their identity and contact details are protected.</p>	<p>I know that there are some photos I shouldn't put on the web.</p> <p>I can give helpful feedback to my friends</p>