

# To infinity and beyond!

Year 2 Term 3

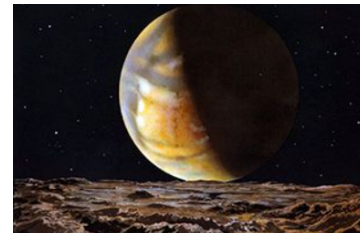
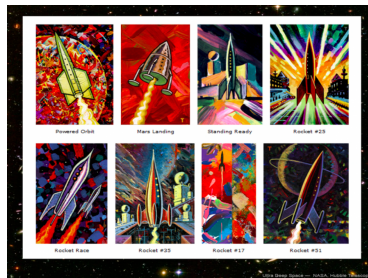
## The BIG Questions...

- Where did rockets come from and where do they go?
- Who or what went into space first?
- How do astronauts survive in space?
- Do you think we would be able to live on another planet?

### Suggested artists...

Peter Thorpe

Lucien Rudaux



### The final showdown!

Space cadet finishing school! Can you prove you have the knowledge and skills of a fully fledged space cadet?

### Lead story and others...

Oliver Jeffers - The Way Back Home  
Alexis Deacon - Beegu  
Simon Bartram - Man on the Moon  
Chris Hadfield - The Darkest Dark

### Opportunities for visits, visitors and outdoor learning...

- visit the spaceship left from last year
- Planetarium?
- Launch our rockets
- Visitor to give a recount of watching the man land on the moon

## Key Skills and Knowledge

## Possible activities

### History

As historians we will...

- compare 2 versions of a past event
- sequence the people and events they study within a timeline
- sequence photographs etc
- recognise why people did things, why events happened and what happened as a result
- know some events and significant individuals beyond living memory that are significant locally and nationally or globally
- use and handle sources to ask and answer questions about the past, using simple observation
- choose and use parts of stories and other sources to show that they know and understand key features or events
- Communicate their knowledge through:
  - Discussion
  - Drawing
  - Writing

1969 - man on the moon

Compare 2 versions of the same event - moon landing (astronaut & an individual who watched it on tv)

- The Darkest Dark

Early space flight - order of who/what was sent into space.

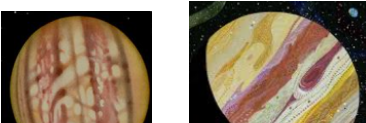
1st british astronaut


Development of space travel - report on the ISS.

### Geography

As geographers we will...

	Identify Russia and America.	Within history lessons to show where Russia and America are on the class carpet map, along with other countries that have featured in travel to space.
Science	<p>As scientists we will...</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>• ask simple questions and recognise that they can be answered in different ways.</li> <li>• observe closely using simple equipment and measurement.</li> <li>• perform simple tests.</li> <li>• identify and classify..</li> <li>• use their observations and ideas to suggest answers to questions.</li> <li>• gather, record and communicate data and findings to help answer questions.</li> <li>• use scientific language and read and spell age-appropriate scientific vocabulary.</li> <li>• begin to notice patterns and relationships.</li> </ul>	<p>Understand that a material can be what a thing is or what it is made from.</p> <p>Investigate the suitability of everyday materials for particular uses.</p> <p>Identify and compare the uses of a variety of materials.</p>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> </ul>	<p>The ingredients for a good friend. Recognising which people are special to them and why. How do we show someone that we care?</p> <p>Getting on and falling out - understanding that even friends fall out, and that problems can be sorted out. Strategies to deal with arguing with friends. What are the different ways that friendships can go wrong?</p> <p>Recognising when people are feeling lonely and what we can do about it - how do we know they need a friend? How do we feel when we are left out? Who can we talk to if we are worried about friendships?</p>
D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>• Generate ideas by drawing on their own and other people's experiences</li> <li>• Develop their design ideas through discussion, observation, drawing and modelling</li> <li>• Identify a purpose for what they intend to design and make</li> <li>• Identify simple design criteria</li> </ul>	To design a vehicle to travel across Mars - using wheels and axles.

	<ul style="list-style-type: none"> <li>• Make simple drawings and label parts</li> <li>• Begin to select tools and materials; use vocab' to name and describe them</li> <li>• Measure, cut and score with some accuracy</li> <li>• Use hand tools safely and appropriately</li> <li>• Assemble, join and combine materials in order to make a product</li> <li>• Evaluate against their design criteria</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Talk about their ideas, saying what they like and dislike about them</li> <li>• Follow safe procedures for food safety and hygiene including washing hands, equipment and preparing work-surfaces</li> </ul>	<p>Alien Pizzas - design a pizza for your alien.</p>
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>• re-tell a story about the life of the Prophet Muhammad.</li> <li>• recognise some objects used by Muslims and suggest why they are important.</li> <li>• identify some ways Muslims mark Ramada and celebrate Eid-ul-Fitr and how this might make them feel.</li> <li>• find out and respond with ideas to examples of cooperation between people who are different.</li> </ul>	<p>Use artefacts to help our understanding  Read stories about the life of the Prophet Muhammad  visitor to talk about how they celebrate Eid-ul-Fitr</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>• Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels and sponge.</li> <li>• be able to produce a clean printed image with different objects.</li> <li>• Make different tones of one colour, lightening and darkening by using</li> </ul>	<p>Use found materials to print a background for space artwork inspired by Lucian Rudaux. This artwork will be printed on black sugar paper and have an enlarged 'planet' created by marbling.</p> 

	<p>different colours (whilst using pastels).</p> <ul style="list-style-type: none"> <li>• Talk about own work and that of other artists and the techniques they have used.</li> <li>• Adapt and refine my work where necessary after having evaluated the process used and the final outcome.</li> </ul>	<p>Use pastels to create artwork inspired by Peter Thorpe - link to the simple lines/bright colours of Pop Art.</p> 
<p>Computing</p>	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>• know what an algorithm is</li> <li>• write an algorithm</li> <li>• use an algorithm</li> <li>• improve my algorithm</li> <li>• break a problem down into small steps.</li> <li>• programme a floor device</li> <li>• programme a floor device</li> <li>• debug a programme</li> </ul>	<p>Write an algorithm to draw a simple alien.</p> <p>BeeBots navigating around space - chn to identify where they need to de-bug to reach the target.</p>
<p>British Values</p>	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• give constructive criticism to our peers</li> <li>• show we can work safely in Science.</li> <li>• follow the rules of the games we are playing.</li> <li>• make up our own rules for games we create.</li> <li>• vote for new House Captains.</li> </ul>	<p>Observe our peers during P.E. and help them to improve.</p>
<p>Music</p>	<p>As musicians we will...</p> <ul style="list-style-type: none"> <li>• listen with concentration and without distraction to short musical excerpts (live and recorded)</li> <li>• respond to the music that they hear with a variety of appropriate adjectives and phrases.</li> <li>• accurately name instruments they can hear.</li> <li>• say what went well and what could be improved upon when listening to live performances and compositions.</li> <li>• use different techniques to create different sounds on a percussion instrument.</li> <li>• pick the most appropriate sound for the composing brief.</li> </ul>	<p>Make our own space music/alien sounds.</p> <p>Listen to Holst - Planets, identify instruments, discuss how different pieces make us feel. Use percussion instruments differently to create different feelings - link to painting created in Art - their planet design - what would the atmosphere be like etc (angry or peaceful planet, etc)</p>