



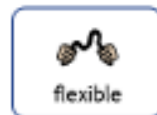
## Year 2 – Term 3 – Why don't penguins need to fly? – Geography

| Subject specific vocabulary |  | Key Skills   |  |
|-----------------------------|--|--|--|
| Weather                     | a description of what the conditions are like in a particular place  |   | Name and locate the world's seven continents and five oceans   |
| Penguin                     | a large flightless seabird   |  | Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. |
| Continent                   | any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).  | Key Questions  |  |
| Oceans                      | a very large expanse of sea  | <ul style="list-style-type: none"> <li>Where is Pip's home and what do we find there?</li> </ul>   | Identify ways in which penguins are adapted to the Antarctic environment;  |
| adapted                     | make (something) suitable for a new use or purpose   | <ul style="list-style-type: none"> <li>How are penguins able to survive in Antarctica?</li> </ul>  | Identify, recognise and describe the key geographical features of the Sahara Desert  |
| Equator                     | an imaginary line around the Earth that goes exactly midway between the North Pole and the South Pole and divides it into two equal halves, the Northern Hemisphere and the Southern Hemisphere. | <ul style="list-style-type: none"> <li>How does Antarctica compare with the Sahara Desert?</li> </ul>  | Explain why Antarctica is a desert despite being the coldest place on Earth;   |
|                             |  | <ul style="list-style-type: none"> <li>How is the Arctic different from the Antarctic?</li> </ul>  | Compare and contrast the two different locations   |
| Desert                      | a place that has very little rainfall  | <ul style="list-style-type: none"> <li>Why are there no polar bears in Antarctica?</li> </ul>  | Explain the reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica;  |

# Year 2- Science – Term 3 – Squash, squeeze, twist and bend

## Key vocabulary

|             |   |
|-------------|---|
| material    | <b>Materials</b> are what objects are made from.  |
| properties  | This is what a <b>material</b> is like and how it behaves (soft, stretchy, waterproof)    |
| bend        | Changing something that is straight, into a curve.  |
| stretch     | Pulling something to make it wider or longer.   |
| twist       | Holding an object and turning your hands in opposite ways.                                |
| squash      | Pressing or squeezing to make a shape flat or smaller.                                    |
| suitability | <b>Suitability</b> means having <b>properties</b> which are right for a specific purpose. |
| solid       | An object that has a shape of its own.  |
| flexible    | Easily bent without breaking.   |



Materials can be manipulated in different ways. For example: rubber can be bent, twisted, stretched, and squashed.



## Key Questions

- Flexible me – use our bodies to show squash, bend, twist and stretch
- Squash me, bend me, twist me, stretch me – sort me. What can you find out?
- Balloon shapes – what happens to the balloon?
- Stretchy socks – what is going to happen?
- Flying mouse – gather and record data

## Key Skills

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

To observe closely

Perform simple tests

Identify and classify

Use observations and ideas to suggest answers to questions

Gather and record data in answering questions

Raise their own questions

## Year 2 – Term 3 – RE – Does praying at regular intervals help a Muslim in his/her everyday life?

### Key Vocabulary

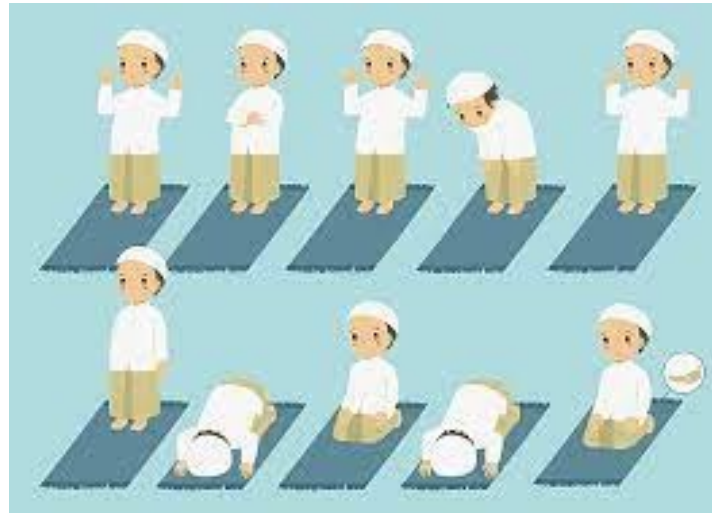
**Allah:** Muslim name for God

**Qur'an:** Holy book – word of Allah, written in Arabic

**Salah:** daily prayers

**Mosque:** Place of worship

**Makkah:** holy city in Saudi Arabia



### Key Questions

- Why might it be important to have some routines each day?
- How do I remember important things?
- Why is it important to remember important people and check in with them regularly?

### Key Sills

This enquiry focuses on Muslim worship, particularly prayer

Many Muslims pray regularly ranging from early morning to last thing at night. Prayer is saying thanks to God. Muslims want to thank God for life and everything. Muslim life is built around worship of Allah (their name for God) through prayer.

The daily prayers (Salah) mean that Muslims pray as a community. It is a great symbol of equality as all pray side by side in rows, focused towards the holy city of Makkah together.

Prayer helps develop self-discipline; this is key to Muslims.

Praying regularly helps Muslims put Allah at the centre of their lives

## Important to remember

As this is the first lesson on Islam a few basics are needed

Muslims believe in one God, Allah  
Allah is the creator and is beyond comparison

Muslims show respect to Allah via regular worship and by living a life according to His wishes.

# Year 2 – Term 3 – Computing - Robot algorithms

## Key Vocabulary

|                          |   |
|--------------------------|---|
| <b>algorithm</b>         | A list of step-by-step <b>instructions</b> that a computer follows in order to get a task done. |
| <b>command</b>           | An <b>instruction</b> given to tell a computer what to do.                                      |
| <b>debug</b>             | To find, remove or correct errors in a computer <b>program</b> .                                |
| <b>instruction</b>       | Something that somebody tells you to do. It can also be an order given to a computer.           |
| <b>program</b>           | A set of <b>instructions</b> given to a computer so that it can function properly.              |
| <b>rectilinear shape</b> | A shape with any number of straight sides where all the angles are right angles.                |



## Key Skills

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions  
Create and debug simple programs  
Use logical reasoning to predict the behaviour of simple programs

## Key Questions

- To describe a series of instructions as a sequence
- To explain what happens when we change the order of instructions
- To explain what happens when we
- To explain that programming projects can have code and artwork
- To design an algorithm
- To create and debug a program that I have written

## Debugging

When you create an **algorithm** it is important to test it to see if it works. If there is an error, the **algorithm** will not work correctly. You will need to **debug** the **algorithm** and then test it again.





## Knowledge Organiser

# SCARF Year 2 - Being My Best

### Key questions

#### Looking After My Body

How do we get energy?

What parts of the body turn food into energy?

What do we need to do to stay healthy?

Why do we need to keep doing certain things to stay healthy?

#### Growth Mindset

What can you do if you find something difficult?

Which goals have you set to help yourself?

Does setting a goal help with your learning? How?

### Key vocabulary

achieve germs injection  
rest choices brain soap  
vaccination choose water  
large intestine healthy  
lungs stomach energy learn  
food small intestine  
exercise oxygen teeth

### I can ...

I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.

I can explain how setting a goal or goals will help me to achieve what I want to be able to do.