

Fire Fire! (5)

Discover Down Under (6)

Mr Grinling's Grumbles (6)

Year 2  
Curriculum  
2014-2015

Notes around the World (3)

History	English	Art
<p><b>History</b> Events beyond living memory that are significant globally</p> <ul style="list-style-type: none"> <li>Place the great Fire of London on a time line and understand events that came before and after it</li> <li>Ask questions about the events leading up to the great fire of London and why it happened</li> <li>Make comparisons to events in the modern day and how a fire of this magnitude would be managed now</li> <li>Study the life and diary of Samuel Pepys and comment on his thoughts and observations about the great Fire of London</li> <li>Make comparisons between secondary sources of information about the Fire</li> <li>Study the history of the fire service to the modern day to show change over time.</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Role play the story of the Great Fire of London through the eyes of different characters and from their perspectives.</li> <li>Question and hot seat the characters in role as to how things might have turned out differently if they had done something different</li> <li>Read extracts from the diary of Samuel Pepys and discuss his opinions about events and whether they agreed with him</li> <li>Write a diary entry as an eye witness including opinions with justification for opinion</li> <li>Use non-fiction books to help understand cause and effect of the events leading to the GFOL</li> </ul>		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Create portraits of different key characters from the Stuart period in the style of the period.</li> <li>Study and draw the architecture of London at the time of The GFOL</li> <li>Recreate 3D models of the streets of London</li> <li>Create paintings from an eye witness point of view mixing colour and use of the colour wheel to get the correct effect.</li> </ul>		

Geography	English	Art
<p><b>Geography</b> Locational Knowledge</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name and Locate Australia on the world map and in the continent of Oceania</li> </ul> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in <b>Australia – Sydney, NSW</b> Make comparisons to the Bournemouth and the UK</p> <p>Human and Physical geography</p> <ul style="list-style-type: none"> <li>Study the climate in Australia, look at its location in relation to the equator – write a weather report for Sydney</li> <li>Understand and use vocabulary to refer to physical features in and around Sydney: forest; hill; mountains; river soil; valley; vegetation; ocean - create a glossary of terms</li> <li>Human features: village; farm; harbour; port</li> </ul> <p>Geographical skills</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to identify countries; continents; oceans; poles and equator. Write explanations and labels</li> <li>Write directions using compass directions and directional language to locate Sydney and Australia</li> <li>Use aerial photos to identify landmarks and features such as: Blue Mountains; Sydney harbour; Botany Bay; Sydney Opera House; Bondi Beach on the map - Write the exhibition labels to support the descriptions of the human and physical features of Sydney.</li> <li>Devise a simple map of Sydney to include a simple key illustrating the features</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Listen to traditional aboriginal stories and make comparisons to traditional fairy stories. Identify themes. Discuss unfamiliar language and alternatives</li> <li>Retell a traditional aboriginal story in their own words</li> <li>Write a story in the theme of an aboriginal tale</li> <li>Carry our role play and talk for writing to describe Captain Cook's voyage and the discoveries he made on arriving in Australia.</li> </ul>		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Recreate Aboriginal art using similar colour, pattern and shape using a variety of media.</li> <li>Create their own aboriginal paintings</li> </ul>		

DT	English	Science
<p><b>DT</b> Design</p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate ideas for a new improved <b>basket</b> through talking, drawing, templates, mock-ups and information technology</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>Select and use a wide range of materials and components, including construction materials according to their components in order to make the basket to meet the design</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Evaluate their own and each other's basket against the design brief</li> </ul> <p>Technical Knowledge</p> <ul style="list-style-type: none"> <li>Explore how they can make the basket stronger, stiffer and more stable. Add a lid and a handle.</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Retell one or more of the stories of the Lighthouse Keepers.</li> <li>Read a report about how dangerous Mr Grinling's lighthouse has become as it has fallen into a state of disrepair</li> <li>Read and understand the letter from the lighthouse inspector explaining why the lighthouse is not good enough. Discuss and role play how Mr Grinling would feel about this based on their knowledge of him from the stories. Decide what Mr Grinling needs to improve before the lighthouse inspection. Plan and write a response from Mr Grinling about how he feels about his lighthouse and how he intends to improve things.</li> <li>Write an email to various experts (electricians/ sound experts etc.) to ask them to help him improve the lighthouse</li> <li>Write a story to add to the series of books.</li> <li>Write the report following the lighthouse inspectors visit and the impact of the new improved lighthouse</li> </ul>		
<p><b>Science</b> Electricity (Y4)</p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors</li> <li>Use the knowledge gained to make the light brighter for the lighthouse</li> <li>Use the knowledge gained to make the siren for the lighthouse</li> <li>Use the knowledge gained to make new devices for the lighthouse</li> </ul>		

RE	English	Music
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>Read and retell the Christmas story</li> <li>Read and retell a different version from different cultures and legends of the Christmas story from around the world i.e Babouska; the legend of the Thunder Oak(Scandinavia- St Winifred);The legend of Santa Claus (St Nicholas); Good King Wencelaslas etc.</li> <li>Identify why these stories and legends have an original connection with the Christmas story – what are the true messages being told through the stories?</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Learn some of the stories by heart using actions to support and rewrite in own words</li> <li>Read and discuss stories. Complete predictions of endings based on what they know of the Christmas story already</li> <li>Write own endings for one of the stories</li> <li>Present the stories with illustrations</li> <li>Read and recite the stories to an audience at the outcome</li> <li>Write the invitations to parents to come to Performance of Christmas around the world</li> <li>Write the advertising posters for the event</li> </ul>		
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Listen to, learn, rehearse and perform the Christmas songs and carols from around the world.</li> <li>Sing verses from the songs to the parents at outcome</li> </ul>		

Hairy, Slimy Scaly (6)

Science	English	Computing
<p><b>Science</b></p> <p>Animals including humans (Y1)</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals ( fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read and learn a range of animal poetry. Choose and recite poetry aloud developing intonation and expression</li> <li>Be able to discuss and explain choices of poetry and why they like this poem – create a class anthology</li> <li>Examine poetic devices such as simple alliteration, effect of repetition, identify effective words and phrases in poetry.</li> <li>Use simple devices to create poems and riddles</li> <li>Use non-fiction books to develop understanding of animal facts. Choose one group of animals; carry out own research and create a book for the animal detectives</li> </ul>		
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Create animal data base - Collect and present a range of data electronically – Use Excel; skills to set up columns and rows; apply borders to information to stand out; learn about how to change colours in background; change of font; ensure font size appropriate; generate own graphs from data base</li> <li>Maintain a blog with the zoo keepers and volunteers telling them about how you are getting on helping out with the information needed for the zoo – Using ‘Showbie’ (App for iPads and on PC’s)</li> </ul>		

Fee Fi Fo Fum (5)

English	Science	Maths
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Listen to the story of Jack and the Beanstalk. Answer questions about the actions of Jack and other characters (Jack’s mother; the giant) use inference to try to decide why they did what they did, justifying opinions. Make suggestions about what they might have done differently.</li> <li>Choose one of the other characters in the book and develop their character profile. Think especially about their personality and why it has become like this. Create a ‘This is your life’ for the character</li> <li>Use the knowledge they have of the characters and setting to write the story of ‘How Jack and his mother became so poor’ or ‘How the giant got his gold before Jack tried to steal it.’</li> <li>Hot seat Jack and the Giant to discuss a range of different possible endings to the story. Through discussion select the ending they like the best and then write the sequel to Jack and the Beanstalk</li> <li>Complete a storytelling session with children sharing their new stories with others</li> </ul>		
<p><b>Science</b></p> <p>Plants (Y2)</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>		
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Maintain a variety of tables and charts to monitor the progress of the plants growth.</li> <li>Read and analyse data from the graphs and charts where plants have been grown under different conditions. Draw conclusions based on data.</li> </ul>		

Heroines of History (5)

History	English	Computing
<p><b>History</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>Create a timeline of the period Florence Nightingale and Mary Seacole were alive, add in significant events throughout the lives of these women throughout the duration of the project</li> <li>Understand simple facts about the Crimea war</li> <li>Understand facts about the role of women during this period and facts and opinions regarding race and colour during this period in history – make comparisons to the modern day and between the circumstances of each of the women</li> <li>Ask questions about what made them a super hero of the past and offer answers, giving own opinions</li> <li>Make comparisons of medicine and nursing in the 21<sup>st</sup> century to when Florence Nightingale and Mary Seacole lived and nursed</li> <li>Use secondary sources to support information about the period and discuss fact; opinion; bias and prejudice then and how the facts may be represented now</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Use historical facts to write a story board for of an aspect of the lives of one of the women i.e. Mary Seacole applying to join the nursing core; Florence Nightingale improving the conditions of the hospital (to be used for the Stop-motion animation)</li> <li>Write a dialogue for one part of the storyboard i.e. a discussion between Florence Nightingale and one of the patients (to be used for the Stop-motion animation)</li> <li>Write a letter home from Mary or Florence describing their experiences of nursing in the Crimean war or a letter from a soldier thanking them for their kindness during the war. The letters will focus on their bravery.</li> <li>Write the letter from the queen telling Florence Nightingale that she was to be awarded the Order of Merit and why</li> <li>Design and make an award for Mary Seacole for her services to nursing why</li> </ul>		
<p><b>Computing</b></p> <p><b>Use unit 2.4 Switched on ICT – We are time travellers, animating history P 30 – conveying ideas through moving images</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> <li>Develop research skills through researching information on the internet about Florence Nightingale and Mary Seacole</li> <li>Use the information to create a stop-motion animation ( unit 2.4 Switched on ICT – We are time travellers, animating history P 30) – conveying ideas through moving images</li> </ul> <p>Use technologies safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <ul style="list-style-type: none"> <li>Know and follow the rules for keeping safe when searching for information online</li> </ul>		