

Fire Fire! (5)

History	English	Art
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Rationale

A mystery code is discovered by the children. As they decipher the code they find out that they will need to piece together the events of the Great Fire of London and its significance as an important historical event. We will form opinions about the events that led up to the fire and whether events could have been handled differently. In order to do this we will use a range of sources and we will question the reliability of these. We will peep into the history of Samuel Pepys and immerse ourselves in his life and times. We will read and write diaries as Samuel Pepys, and become newspaper reporters of the time giving our views and opinions. Using the vivid colours portrayed in the art work from the period we will be inspired to create our own large scale representations of the Great Fire as seen by bystanders. We will paint portraits of key figures in the Stuart Period and will recreate 3D models of Stuart London and the buildings of their time.



Outcome

The children will create a Great Fire of London court of law. They will provide facts and opinions; artefacts and models and plans from the day. They will draw some conclusions about who they feel was at fault and whether the fire could have been avoided based upon the information and evidence they have found out and decide on a punishment to befit the period.

Discover Down Under (6)

Geography	English	Art
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Rationale

Each year the school celebrates all the countries of the world as part of International day, we have children from all over the world but not from Australia, at the moment. Year 2 will gather geographical information including where Australia is located; its climate and its physical and human features. Visitors will marvel at the diversity and contrasts in the world. The children will also share cultural differences with the visitors particularly focussing on the stories and art of the indigenous aboriginal people. They will share this with other year groups to inform them about life on the other side of the world and call it Malmesbury Park's Australia day



Outcome

The children will prepare the presentations as described and present in an exhibition on Australia during Malmesbury Park's Australia day

Mr Grinling's Grumbles (6)

DT	English	Science
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Rationale

Mr Grinling has seen in a report on the state of lighthouses in the local area, his is listed in the report. The report says that his lighthouse is no longer safe and he must do something about it. The light is not bright enough; the siren is not loud enough and the lighthouse is crumbling after years of being battered by the waves. We will explore how to make Mr Grinling's light brighter; siren louder and will design a safer basket (lid or handle) to transport his lunch in. Mr Grinling does not know how to do this on his own so he will need to write to various experts in their field asking them to help him. He is feeling very sad while all of this is going on as he loves the lighthouse and wants all the sailors to be safe at sea. Eventually after the inspector has been he receives the new report which is a published in the newspaper about the new safe lighthouse that is going to be built.



Outcome

The children receive a return visit from the Lighthouse Inspector and they have to prove to him that they know how to make the bulb brighter and the siren louder. They then share their designs of baskets with him. He takes photographs of them to take back to the chief inspector to show how they have improved things.

Year 2
Curriculum
2015-2016

Hairy, Slimy Scaly (6)

Science	English	Computing
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Rationale
 There is a serious problem at the Liberty Owl and Raptor Centre. All the animal keepers have come down with a mysterious illness and cannot go to work. The volunteers have been trying really hard to look after things in their absence, but things have got in a muddle and the animals have got mixed up and they are in danger of getting the wrong food, wrong habitats and wrong conditions for living if they don't sort them all out. The children have been sent an SOS and asked if they could help to sort out the problem. We have been asked to find out about the different ways of classifying animals so we can sort them into the groups they could belong to. We will research different types of animals and create a factfile to give to the Zoo keepers to help sort out the muddle. We will write poems and riddles based on the animal facts and see if others can guess what animal the poem is about. We will present our information electronically in data bases so that the volunteers have it for future reference.



Outcome
 The children bring all the information together and 'send it off' to the volunteers at the Centre including the best riddles that the children have voted on. They receive a message back from the Centre telling them that they have managed to sort out the crisis with the children's help. They will have also had a go at solving the riddles and will inform the children of their ideas for the animal in the riddle.

Fee Fi Fo Fum (5)

English	Science	Maths
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Rationale
 The children are going to become a children's author just like Francesca Simon, the author of the Horrid Henry series but they are going to base their work on Jack. We will study Jack's character; his family; where he lives and his neighbours in order to write the story that came before Jack and the Beanstalk and after it. Francesca Simon is also trying to break into non-fiction books and wants to provide some books on growing and looking after plants to accompany her stories of Jack. The children will produce the information they have found out in terms of a information fact sheet to accompany the fiction stories



Outcome
 The children will listen to their stories together using a story teller's chair. They will vote on and agree the two best stories from each class. The children will receive an invitation from the reception class and they will read the six best stories from the year group to the children.

Heroines of History (5)

History	English	Computing
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Rationale
 Florence Nightingale and Mary Seacole were two women ahead of their time. It was their choice to go to the Crimean war to nurse soldiers who were injured and dying in very difficult conditions. Both women had very different backgrounds but both women became 'superheroes' for the job they did during the war: Florence for being 'The founder of modern nursing' with her work including the training of nurses and making hospitals cleaner; Mary for her kindness became known as 'Mother Seacole.'
 We will understand what life was like for them in the times that they lived in; why they were heroines and how they have been remembered. The children will consider fact and opinion and give their opinions about them and what they did. They will develop their ICT skills by creating a stop-motion animation of an aspect of this part of history.



Outcome
 The children will present their awards to the two women (two children from each class dressed as the nurses) as part of a commemoration ceremony; they will read their letters from the queen explaining why Florence has received her Order of Merit and read the special award they have decided upon for Mary. They will read excerpts about times of bravery and letters from the soldiers, thanking them for their kindness.