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|  | **Curriculum Map 2019-2020**  Class-Amber Year-2 |
| Spring Term |
| **Topic:**  Question:  Launch:  REAL Outcome: | What did they leave behind? |
| What did they leave behind and how has it changed? |
| BBQ toast and toasted marshmallows |
| Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.  Great Fire of London and Penlee Lifeboat. |
| Trips/Visits/Outdoors | Toasting marshmallows BBQ (outdoor learning) Local fire station visit/trip – Lifeboat station visit/trip? |
| Interactive Displays/Roleplay | Great fire of London display – Junk modelling house and red tissue paper through the street. |
| Whole School Special Days and Festivals | Chinese New Year - St Piran’s day – Shrove Tuesday – Sport Relief - Mother’s day – Good Friday/Easter celebrations. |
| **RE:** | The Easter story |
| **PSHE/TIS:** | Circle time – Golden time – Celebration assembly – cosmic crew – go noodle – Safer internet week |
| BRITISH VALUES: School Council democratic elections  Mutual respect and individual liberty. |
| **English:**  Focus books  (linked to topic) | Newspaper report of fire - Safety awareness posters – Diary entries for innovated fires through town of their choice? (day one: Friends house, Day 2 the cinema, Day 3 the shop etc)  Mousehole cat (descriptive writing) linked to Penlee  At a distance writing and dazzle books for editing/purple polishing/perfect writing. |
| **Maths:** | Week 1: Multiplication and Division  Week 2: Multiplication and Division  Week 3: Statistics  Week 4: Statistics  Week 5: Geometry: Properties of shape  Week 6: Geometry: Properties of shape  Week 7: Geometry: Properties of shape  Week 8: Fractions  Week 9: Fractions  Week 10: Fractions  Week 11: Measurement: Length and height  Week 12: Consolidation |
| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions |
| **History:** | Great fire of London – compare to Grenfell (2017) different equipment, materials. Same location. |
| **Geography:** | London (capital of England – re-cap four countries and capitals) |
| **Art and Design:** | Fire paintings, scorched markings? |
| **Design Technology:**  Including Cooking and Nutrition | Junk model of replica houses/pudding lane |
| Cooking: Toast and toasting marshmallows (BBQ - outdoor learning) |
| **Music/Drama:** | Puppet shows and performances of literacy stories – Rainforest/jungle music |
| **Computing:** | **Internet Safety:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact  Internet safety week (in school and at home) – Reporting concerns  Audio stories on think pads to listen to, great fire of London game, |
| **Languages- French:** |  |
| **PE:** | Cognitive topic |