

Half termly curriculum map

Spring – 2<sup>nd</sup> half term

Science day  
WOW DAY

The Stone value that we are focusing on this term is COMPASSION

Class 2  
Grotty Germs!

Learning skills that we are practising this half term:

Meta-learning, self-belief, motivation, organisational skills, questioning, communication

**Vocabulary** – nurse, patient, soldier, germs, vaccine, medicine

<p><b>English</b></p> <p><u>Instructions</u> - The children will be looking at instructions and the format of them. The children will be making pancakes in school and then writing instructions to show what they did. The children will then be writing instructions for how to wash their hands properly.</p> <p><u>Letters</u> – The children will be imagining they are Florence Nightingale and writing to their letters families about what she is doing.</p>	<p><b>Maths</b></p> <p><u>Word problems</u> - The children will learn how to answer both 1 step and 2 step word problems using the bar model for all four operations.</p> <p><b>Shape</b> - The children continue to learn about shapes, focusing specifically on 3D shapes. We will be comparing 2D and 3D shapes using mathematical terminology for this topic. For example, edges, vertices and faces.</p> <p><b>Money</b> - The children will be able to recognise all the coins as well as make different combinations of amounts. They will also learn to find total amounts and find change.</p> <p><b>Fractions</b> - The children begin to learn about fractions, what they are and what they represent. They will be finding 1/2, 1/4, 3/4 of shapes and numbers. They will also be learning to recognise simple equivalent fractions (e.g. 1/2 is the same as 2/4).</p>	<p><b>Science</b></p> <p>To describe the importance of hygiene to humans in the context of investigating Louis Pasteur’s work on how germs spread.</p> <p>To use their observations and ideas to answer simple question in the context of investigating how germs spread and the effect of hand washing.</p> <p>To find out about people who have developed new materials in the context of learning about Charles Macintosh.</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain in the context of exploring Rachel Carson’s study of the ocean.</p> <p>To observe closely, using simple equipment in the context of investigating the effects of pesticides in water, as researched by Rachel Carson.</p>
<p><b>Computing</b></p> <p><u>We are photographers</u></p> <p>The children review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos, and then select their best images to include in a shared portfolio.</p>	<p><b>Design and Technology</b></p> <p><u>Design a germ catcher</u></p> <ul style="list-style-type: none"> <li>- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>- evaluate their ideas and products against design criteria</li> </ul>	<p><b>Topic – History</b></p> <p><u>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</u></p> <p>Who was Florence Nightingale?</p> <p>Timeline of events in her life.</p> <p>How did she change the hospitals?</p> <p>Who was Mary Seacole?</p> <p>How did she help soldiers?</p>

<p><u>P.E.</u> <b>Bouncing</b></p> <p><u>Yoga</u></p>	<p><u>Music</u> <b>Zootime</b></p> <p>To learn and understand about the interrelated dimensions of music.</p> <p>To identify rhythm in music and use it to create your own pulse.</p> <p>To be able to use your voice to re-create a sound in the correct pitch.</p> <p>To understand that music is made up of notes and be able to play these using glockenspiels.</p>	<p><b>Citizenship - Relationships</b></p> <p>To identify how I am feeling and different emotions</p> <p>To understand that my behaviour can impact on the feelings of others</p> <p>To understand who is special to me and why</p> <p>To identify what makes someone a good friend</p> <p>To identify acts of kindness and understand why they are important</p>
<p><b>British values/SMSC</b></p> <p>Throughout the year there will be a continuous focus on upholding ‘fundamental British values’:</p> <p><b>Democracy</b> –linked to P.E. – Discuss how different races have been treated in sports and what we think about this.</p> <p><b>The rule of law</b> – Linked to Geography - Laws in different countries – are there any similarities or differences between laws around the world? Why might they be different? Are some laws so important that we all have them?</p> <p><b>Individual liberty</b> – linked to Design and Technology topic We all have different ideas and designs. Each one should be valued and recognised as important. We will be thinking about how to give people positive praise and constructive feedback so that it is always done in a positive manner.</p> <p><b>Mutual respect</b> for and <b>tolerance</b> of those with different faiths and beliefs and for those without faith – linked to Religious Education We will be looking at Easter within the Christian faith, discussing why not all religions believe this and how we can show respect despite not believing in something ourselves.</p>	<p><b>RE</b></p> <p><b>Why does Easter matter to Christians?</b></p> <p>To understand the important elements of the Easter celebration.</p> <p>To understand why Christians celebrate this event.</p> <p>To know the importance of what happened for Christians.</p> <p>To be able to talk about their own experiences and feelings towards Easter.</p> <p>To be able to recognise and discuss some important stories or symbols linked to Easter.</p>	