

Class: Two		Spring First Half Term Curriculum Map			Topic: weather/ climate	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>Fiction</p> <p>Adventure stories; write an adventure story in first person.</p> <p><i>-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</i></p> <p><i>-writing narratives about personal experiences and those of others (real and fictional)</i></p>	<p>Report</p> <p>Writing from Antarctica.</p> <p><i>-Discussing the sequence of events in books and how items of information are related</i></p> <p><i>-Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</i></p> <p><i>writing down ideas and/or key words, including new vocabulary</i></p> <p><i>encapsulating what they want to say, sentence by sentence</i></p> <p><i>-Make simple additions, revisions and corrections to their own writing by:</i></p> <p><i>Evaluating their writing with the teacher and other pupils</i></p> <p><i>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i></p> <p><i>-Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</i></p>	<p>Poetry</p> <p>Life in the dessert.</p> <p><i>-Develop positive attitudes towards and stamina for writing by writing poetry.</i></p> <p><i>-Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p>	<p>Dessert</p> <p>Recount of John Muir adventure across the Australian desert.</p> <p><i>-Learn how to use:</i></p> <p><i>Sentences with different forms: statement, question, exclamation, command.</i></p> <p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p><i>writing narratives about personal experiences and those of others (real and fictional)</i></p> <p><i>writing about real events</i></p> <p><i>writing poetry</i></p> <p><i>writing for different purposes</i></p>	<p>Non fiction</p> <p>Fact file: amazon dolphin</p> <p><i>-Read aloud what they have written with appropriate intonation to make the meaning clear</i></p> <p><i>-Develop positive attitudes towards and stamina for writing by:</i></p> <p><i>Writing narratives about personal experiences and those of others (real and fictional)</i></p> <p><i>Writing about real events</i></p> <p><i>Writing poetry</i></p> <p><i>Writing for different purposes</i></p>	<p>Fiction</p> <p>The life of a jaguar</p> <p><i>-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</i></p> <p><i>-Learn how to use:</i></p> <p><i>Sentences with different forms: statement, question, exclamation, command</i></p> <p><i>Expanded noun phrases to describe and specify</i></p> <p><i>The present and past tenses correctly and consistently including the progressive form</i></p> <p><i>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></p> <p><i>Some features of written Standard English</i></p>

Reading	Non fiction Antarctica, children to use books to research.	Sir Ranulph Fiennes Who is he? Where did he explore? <i>-Participate in discussions, presentations, performances, roleplay/improvisations and debates</i>	Nature Poems <i>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</i>	John Muir First person to cross the Australian desert. What did he take? How was he successful? <i>-Consider and evaluate different viewpoints, attending to and building on the contributions of others</i>	The amazon rainforest: Animal fact files; Explorers Habitat	
Spelling	The sound spelt n before k /ŋ/ bank, think, honk, sunk, dunk,	Division of words into syllables pocket, rabbit, carrot, thunder, sunset	tch words catch, fetch, kitchen, notch, hutch	Adding s and es to words (plural of nouns and the third person singular of verbs) cats, dogs, spends, rocks, thanks, catches	Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	
Big write	NA	Write an adventure story: with Antarctica as the location.	Poem Life in the desert	Survival guide. What do you need to survive in the desert?	A day in the life of a spider monkey.	
Maths	Money <i>-Recognise the sign and symbols for pounds and pence. And can combine the amounts to make a particular value.</i>	Money <i>-Find different combinations of coins that equal the same amounts of money.</i>	Measurement <i>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</i>	Measurement <i>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</i>	Geometry <i>-Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</i>	Geometry <i>-Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.</i>

Big maths	C- Reading numbers step 6 L - step 8 I - Pim step 1 C – addition step 16, 17, 18, 19	C - Squiggle worth step 1 L - step 8 I - Pim step 2 C - subtraction step 16, 17 ,18 ,19	C – counting multiples step 3 L – step 8 I – doubling and halving step 3,2,2 C – multiplication step 8	C - count four ways 50, 500, 5000, ½ L – step 8 I – jigsaw numbers step 2 C – division step 13, 14, 15	C- core numbers step 2 L – step 8 I – where’s Mully step 1 C - division step 13, 14, 15	C – reading numbers step 6 L – step 8 I – fact families step 2 C – multiplication step 8
Science	<p>What animals live in Antarctica?</p> <p>Emperor penguins Whales Seals Albatross <i>-I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animal and plants, and how they depend on each other.</i></p>	<p>Can plants grow in Antarctica?</p> <p>Children to explore this questions with knowledge they already know, books and internet research. <i>-I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</i></p>	<p>What grows in the desert?</p> <p>Explore the cactus plant. How has it adapted to live in this particular climate. <i>-I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</i></p>	<p>Can humans live in the desert easily?</p> <p>What would we need to take with us to survive? Children to create a desert survival guide. <i>-I can explain the basic needs of animals, including humans, for survival (which are water, food and air)</i></p>	<p>What is a rainforest?</p> <p>How is the climate different to Antarctica and the desert? <i>I can identify and name a variety of plants and animals in their habitats, including micro-habitats.</i> <i>-I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animal and plants, and how they depend on each other.</i></p>	<p>Amazon rainforest</p> <p>What animals live in the rainforest? Toucans Boa constrictors Sloth Macaw How do these animals compare to the animals that live in Antarctica? <i>-I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animal and plants, and how they depend on each other.</i></p>

Art and Design	Observational art work: Emperor penguin. <i>-I can describe what I think about my own and others' work.</i> <i>-I can suggest ways of improving my own work and the work of others.</i> <i>-Experiment with the visual elements; line, shape, pattern and colour</i>	Penguin models <i>-Experiment with, construct and join recycled, natural and man-made materials more confidently.</i>	Observational art work: cactus <i>I can describe what I think about my own and others' work.</i> <i>-I can suggest ways of improving my own work and the work of others.</i> <i>-Experiment with the visual elements; line, shape, pattern and colour</i>	Green winged Macaw by Tony Sanchez <i>-Use specific artists as a starting point for some work.</i>	Make a small world rainforest. <i>-Experiment with, construct and join recycled, natural and man-made materials more confidently.</i>	
Computing	Google earth: where is Antarctica? <i>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>-Recognise common uses of information technology beyond school</i>	Children to type up their adventure poems. <i>-Recap basic skills for Word e.g. shift key for capitals, space between each word and after punctuation mark, arrow keys to move around, delete and/ backspace, enter button to start a new line</i> <i>-Write sentences about selected theme</i> <i>-Make a list of colours and change each one to the correct colour</i>				

<p>Design Technology</p>	<p>NA</p>	<p>Make an igloo model.</p> <p><i>-State what products they are designing and making</i></p> <p><i>-say how their products will work</i></p> <p><i>-use simple design criteria to help develop their ideas</i></p>	<p>NA</p>	<p>NA</p>	<p>Shoe box rainforest.</p> <p><i>-measure, mark out, cut and shape materials and components</i></p> <p><i>-use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</i></p> <p><i>-measure, mark out, cut and shape materials and components</i></p>	
<p>Geography</p>	<p>Where is Antarctica? Use google maps to show where it is in relation to UK and other countries.</p> <p>What is a continent? How many are there?</p> <p><i>-use world maps, atlases and globes</i></p> <p><i>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i></p> <p><i>-name and locate the world's seven continents and five oceans</i></p>	<p>How does Antarctica compare to Cornwall? Climate? Population? Wildlife?</p> <p><i>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p>	<p>What are deserts? Where are deserts? Where is the biggest desert?</p> <p><i>-use world maps, atlases and globes</i></p> <p><i>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i></p>	<p>How does the desert climate compare to the climate in Antarctica?</p> <p><i>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i></p>	<p>Identify the seven continents and five oceans. Which continent do we live on?</p> <p><i>-name and locate the world's seven continents and five oceans</i></p>	<p>Use a world map to identify where the amazon rainforest is.</p> <p><i>-use world maps, atlases and globes</i></p> <p><i>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</i></p>

<p>Music</p>	<p>Music of the world</p> <p><i>-To play tuned and un-tuned percussion instruments with increasing attention to how the best sound is made.</i></p> <p><i>-To be aware of listening and responding to others when playing in a group.</i></p>	<p>Sounds of the rainforest</p> <p>Children to use instruments to recreate the sounds of the rainforest. Animals, rain drops, wind, breeze.</p> <p><i>-To experiment with and create music by selecting instruments and combining different sounds.</i></p> <p><i>-To use tempo, pitch, rhythm and dynamics to create a musical soundscape.</i></p>
<p>Physical Education</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision • choose, use and vary simple compositional ideas in the sequences they create and perform • recognise and describe what their bodies feel like during different types of activity • lift, move and place equipment safely • improve their work using information they have gained by watching, listening and investigating 	

PSHE	<p>Goal setting: looking at schools values, can we set some personal goals that link to school values? To be more independent To be more resilient</p> <p><i>-To think about themselves, learn from their experiences and recognise what they are good at</i></p> <p><i>-To know how to set simple goals.</i></p>	<p>Goal setting: looking at schools values, can we set some personal goals that link to school values? To be more independent To be more resilient</p> <p><i>-To know how to set simple goals.</i></p>	<p>What does it mean to be a good friend?</p> <p><i>-To recognise how their behaviour affects other people</i></p> <p><i>-To listen to other people, and play and work cooperatively</i></p> <p><i>-To identify and respect the differences and similarities between people</i></p> <p><i>-To understand that family and friends should care for each other</i></p> <p><i>-To know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</i></p>	<p>How is our culture different to people who live in Africa? And how is it the same?</p> <p><i>-To identify and respect the differences and similarities between people</i></p>	<p>Going to school in Brazil. How is it the same and different to our experience?</p> <p><i>-To identify and respect the differences and similarities between people</i></p> <p><i>-To recognise that our different backgrounds, beliefs and personalities affect our behaviour and the ways we view the world</i></p> <p><i>-To explore things from a range of different view points</i></p>	<p>Thinking about the future of the rainforest.</p> <p><i>-To think about the future and what it might be like</i></p> <p><i>-To recognise how their behaviour affects other people</i></p>
Outdoor learning	Trip to the Eden project.					